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ABSTRACT

This curriculum guide provides examples of activities a teacher at the intermediate level can use for any phase of career education being studied. Activities are listed under each of the eight elements of career education: (1) Self Awareness, (2) Educational Awareness, (3) Career Awareness, (4) Economic Awareness, (5) Decision Making, (6) Beginning Competency, (7) Employability Skills, and (8) Attitudes and Appreciations. At the beginning of each element's activity section are listed the concepts to be stressed. Activities specific to each of the concepts are then described. Copies of materials, transparency masters, etc., are provided as necessary. An appendix contains job clusters for fifteen areas with the occupations categorized by level of education required. Directions for games to make and play are also provided. A final section on resources provides general suggestions for resources and student activities and lists of study prints and posters, films, kits and games, cassettes, filmstrips, and suggested student reading. (YLB)

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A Guide For Career Education In The Intermediate Levels

Just Around The Corner...

CE 029 313

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CAREER AWARENESS

A GUIDE FOR ELEMENTARY TEACHERS 3-7

ARKANSAS DEPARTMENT OF EDUCATION

DON R. ROBERTS, Ed.D.
DIRECTOR

1979

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INTRODUCTION

This is not a curriculum guide in the truest sense of the term, rather, it is a tool for the teacher to use. We have endeavored to secure examples of activities the teacher can use as a ready reference for any phase of Career Education being studied.

In this guide you will not find units in their entirety. Activities are listed under each of the elements of Career Education. The concepts to be stressed are readily available at the beginning of each element's activity section.

Resource sections are found in the back of the guide. Here you will find a bibliography of books, films, filmstrips, recordings, study prints and resource units that are available for your use from many varied sources.

We sincerely hope you will use this guide as part of your curriculum as it represents ideas and contributions from many of you throughout the State. Perhaps you will find your own ideas and classroom procedures incorporated within these pages or perhaps you can give broader scope and development to the ideas you find for better application to your own particular classroom.

Dorothy Clark - Intermediate Teacher
Deborah Crawford - Junior High Teacher
Jeanne LaGrossa - Elementary Counselor
Estelle Matthis - Special Education Teacher
Jennalea Miller - Intermediate Teacher
Betty Muench - Primary Teacher
Velma Warner - Elementary Media Specialist
Rosemary Burke - Artist

PHILOSOPHY

Career education is vocational education and it is academic and basic education. Career development in this vein, is not a separate and distinct part of the total educational process, but rather an integrated phase that requires no more or no less attention than does English, social studies, or mathematics. The skills acquired in a physics laboratory is vocational training to one student; the ability to perform varied mathematics calculation on business machines may be academic education to another student. From this point of view, separate definitions become blurred and lose their importance in our efforts to meet needs of students.

Emphasis in the elementary school must focus on developing speaking, writing, and reasoning. Emphasis must also be on the affective areas of feelings, attitudes and ethical values. The concepts and objectives of the basics are important to all persons. But, we must vitalize content and presentation so that students can relate the concepts to activities outside the school now and in the future.

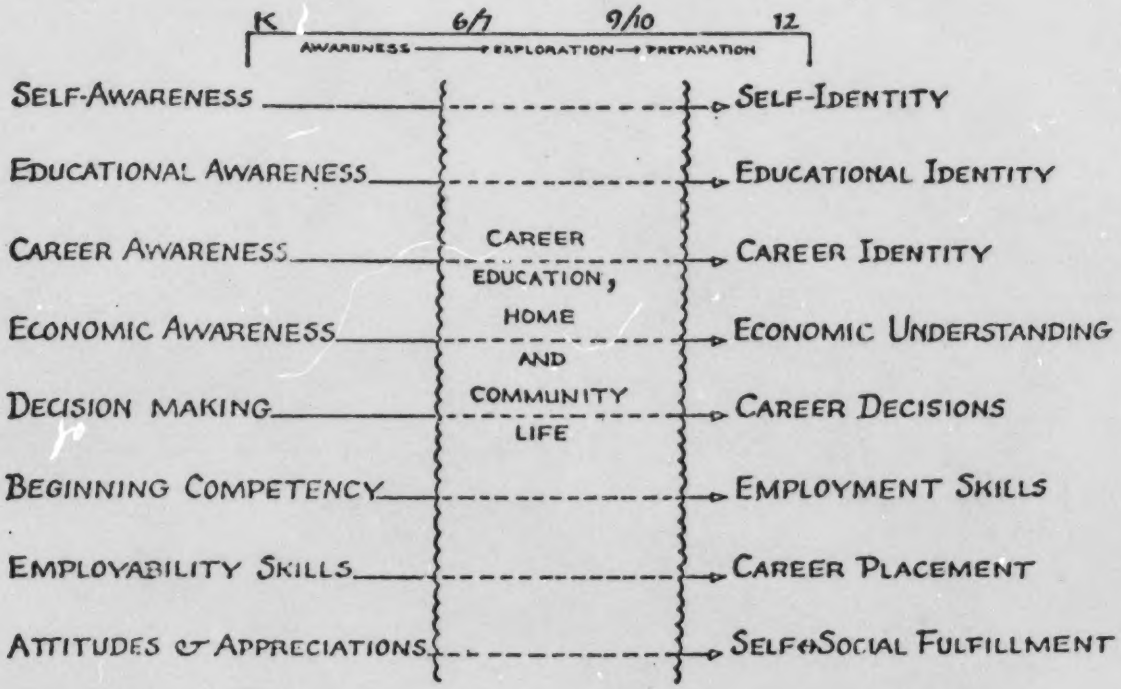
We sometimes feel that courses must be "fun" or "interesting" to students. More important to the student is that the content earns respect from his point of view, rather than a place to waste time. Respect goes beyond course content. The teacher must believe in the necessity of what is being taught if students are to feel the same.

While work is not all of life or one's only reason for living, work is a basic orientation of our society, and the work we choose interfaces with all other adult roles. Career education aims at helping students understand work as a concept and preparing students with the skills necessary to become productive, self-fulfilled adults.

> *"It should be clear that Career Education is not perceived as just another program existing in isolation of the rest of the school process. Career Education is a concept that is integrated into and throughout the existing educational structure--in all subjects, for all students, and involving parents, teachers, and the community at large."**

*Career Education, A Position Statement of the Council of Chief State School Officers

ELEMENTS OF CAREER EDUCATION



SELF AWARENESS

SELF-AWARENESS---SELF-IDENTITY

John Stuart Mill once wrote that human nature is not a machine to be built after a model and set up to do exactly the work prescribed for it, but a tree which must grow and develop itself according to the tendency of inward forces which make it a living thing.

The student entering school has some knowledge and attitudes about himself, what kind of a person he is, and what he hopes to become. This can be entitled self-awareness. As educators we can help the student become involved in a planned, sequential process of self-assessment and self-evaluation which results in self-identity. We feel that it is important for each person to be aware of his own uniqueness. As the student grows in his ability to solve problems, accept responsibility, and to see himself as a worthy individual who has a contribution to make to our society, our society will gain because we will have fewer underemployed or unemployed people.

OBJECTIVE: To help students develop positive feelings about themselves as persons of worth, to know themselves, and to recognize and accept their feelings, their achievements, and their interests as part of their preparation for the world-of-work.

SELF-AWARENESS CONCEPTS

1. Self-understanding is important in developing school skills and choosing a career.
2. A person's relationship with others will affect his career and the careers of others.
3. Getting along with pecple is an important part of job success.
4. Life is a process of change, growth, and development.
5. People must work if society survives.
6. Work in our world of today is important.
7. Many people work to make life better for all.
8. Work provides opportunities for the individual to enhance his worth and dignity.

SELF-AWARENESS---FEELINGS

Vocabulary words to be used at the teacher's discretion in labeling different ways students feel sometimes about certain situations. Use as basis for discussion in class or in small groups.

critical	disappointed
pleased	horrified
jealous	mad
loving	cheerful
interested	stupid
lonely	weak
delighted	dishonest
scared	impolite
embarrassed	selfish
sad	strong
miserable	nervous
bored	lazy
gloomy	lucky
blue	obedient
blah	confident
excited	proud
tense	neat
jumpy	smart
tired	dumb
irritable	depressed
content	exasperated
grateful	happy

CONCEPT 1: SELF-UNDERSTANDING IS IMPORTANT IN DEVELOPING SCHOOL SKILLS AND CHOOSING A CAREER.

ACTIVITY #1

Make a talent board - Students dispiay collage, self-portrait, or other work they can do best.

ACTIVITY #2

Display pictures of all students in the class. Polaroid pictures may be made.

ACTIVITY #3

My Name:

1. Have students make name tags in shapes that are meaningful to them. Share the meaning with the class.

2. Students write names in form of acrostics.
   J-olly
   I-ntelligent
   M-odest

3. Students make name tags by writing adjectives before their given names.

ACTIVITY #4

Each member takes his turn answering the sequence below.

1. Give a mini-autobiography.

2. Tell who is or was the most influential person in your life and why.

3. Tell a time when you felt sucessful.

ACTIVITY #5

Investigate physical traits to learn about uniqueness:

1. Describe some of your physical traits.

2. Describe your: hair color;
   eye color;
   skin color.

3. Is your hair straight or curly?

4. What is your height? What is your weight?

5. Which of these physical traits can be changed? Which will remain all through your life?

ACTIVITY #6

MY STORY

My name is _____ and I am _____ years old. I am in the _____ grade and my teacher's name is _____. My home address is _____ and I live there with _____. If I could change anything about my home or family, it would be _____.

The school work easiest for me to do is _____ and the hardest is _____. The thing I like best about going to school is _____. The worst thing about school is _____. When I grow up I would like to be a _____ because _____.

My favorite grown person is _____ because _____. The person my own age that I like best is _____ because _____. I feel happy when _____ but I feel sad when _____. The thing I worry about most is _____ and the thing I wish for most is _____.

I think I can be a better person if I do the following things: _____.

ACTIVITY #7

WHAT KIND OF PERSON I AM

(Check the column that best describes you.)

I am a person (who):	A lot like me	A little like me	Not at all like me
1. Likes myself.			
2. Is afraid of being hurt by others.			
3. People can trust.			
4. Usually says the right thing.			
5. Feels badly about myself.			
6. Is fearful of the future.			
7. Depends on others for ideas.			
8. Wastes time.			
9. Uses my talents.			
10. Knows my feelings.			
11. Doesn't understand myself.			
12. Feels hemmed in.			
13. Uses time well.			
14. Can't hold a job.			
15. Trusts myself.			
16. Enjoys people.			
17. Doesn't enjoy being the sex I am.			
18. Is discouraged about life.			
19. Doesn't like to be around people.			
20. Has not developed my talents.			
21. Often does the wrong thing.			
22. Is competent on the job.			
23. People like to be around.			
24. People avoid.			
25. Is disinterested in community problems.			
26. Enjoys work.			
27. Enjoys nature.			
28. Can control myself.			
29. Has trouble controlling myself.			
30. Doesn't like myself.			

ACTIVITY #8

MY FEELINGS

1. When I enter a new group, I feel_____.
2. When I meet new people, I feel_____.
3. When I meet with a stranger, I feel_____.
4. When I enter a strange room, I feel_____.
5. When a meeting opens, I feel_____.
6. When a conversation begins, I feel_____.
7. When a stranger speaks to me, I feel_____.
8. When someone calls on me, I feel_____.
9. When people first meet me, I feel_____.
10. When people meet me on the street, they_____.
11. When I stand up before a large group, I_____.
12. When I'm in a new group, I feel most comfortable when_____
    _____.
13. When I'm in a new group, I feel most helpful when_____
    _____.
14. When I'm in a new group, I feel most clumsy when_____
    _____.

ACTIVITY #9

Individual differences - Distribute uniform objects such as potatoes, clothespins, jacks, beads, etc., to the students. Allow time for the students to examine their objects and find out all they can about the objects. Take the objects and place them on a table making sure the students are not looking. See if the students can then go to the table and identify their own particular objects.

Discuss the reasons why the objects can or cannot be identified. Point out the differences or similarities in the objects. Ask the students if he/she know specifically why his/her particular object is different from the others.

After this introduction ask the students to look at one another and note the ways they are like their classmates. Ask them to decide how they are different. List the ways they are alike and different on the board or on a chart to refer to later in the discussion.

ACTIVITY #10

Ask students to think about ways they could describe themselves. Permit them to choose partners and make lists of as many characteristics they have that they can think of. Their partners will help them in pointing our characteristics they might not think of.

ACTIVITY #11

Ask the class to picture in their minds the one person or persons they would most like to be like. Ask them if they have ever wanted to be like somebody else; ask if they would like to be different from what they are and the different character traits they would like to have. Bring out what it might be like in school if everybody were the same and looked the same, did the same kinds of things, liked the same things, learned the same ways, etc. Point out that each child is different in the classroom and that as he is different so too, is everybody else in the world. That is what makes things as interesting as they are, and sometimes why there are as many disagreements.

ACTIVITY #12

Children's Self-Esteem Inventory

Name _____ School _____

Teacher _____ Grade _____ Date _____

Sex _____ Age _____ Race _____

		LIKE ME	UNLIKE ME
1.	I spend a lot of time daydreaming.		
2.	I'm pretty sure of myself.		
3.	I would rather be myself than anyone else.		
4.	I'm easy to like.		
5.	I enjoy talking in front of the class.		
6.	I wish I were younger.		
7.	There are many things about myself that I would change if I could.		
8.	I can make up my mind without too much trouble.		
9.	I'm a lot of fun to be with.		
10.	I'm happy with (proud of) my school work.		
11.	Someone usually has to tell me what to do.		
12.	I can adjust to (get used to) new things easily.		
13.	I seldom do things that I am sorry for later.		
14.	I have many friends my own age.		
15.	I do the best work that I can in class.		
16.	I don't give in easily when I think I'm right.		
17.	I can take care of myself.		
18.	I'm usually happy.		
19.	I would rather play with children younger than I am.		
20.	I don't like to be called on in class.		
21.	I have reasons for the things that I do.		
22.	Things are all mixed up in my life.		
23.	I can make up my mind and stick to it.		
24.	Kids like my ideas.		
25.	I'm not doing as well in school as I'd like.		
26.	I really like being a boy (or girl).		
27.	I'm not ashamed of what I am.		
28.	I like the way I look.		
29.	I like being with other people.		
30.	I seldom feel upset in school.		
31.	If I have something to say, I say it.		
32.	I don't care what happens to me.		
33.	I think I'm doing O.K.		

ACTIVITY #12 contd.

		LIKE ME	UNLIKE ME
34.	Kids pick on me.	_____	_____
35.	My teacher likes me.	_____	_____
36.	I really get upset when I'm fussed at.	_____	_____
37.	Things usually don't bother (upset) me for very long.	_____	_____
38.	I can be trusted.	_____	_____
39.	Other people are liked better than I am.	_____	_____
40.	My school work makes me feel discouraged.	_____	_____

ACTIVITY #13

My Likes and Dislikes

List ten (10) things that you like.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

List ten (10) things that you don't like.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

ACTIVITY #14

Voting - Have students sit in a circle. Ask them to raise their hands if they agree with or do the following situations which you will read one at a time. If they do not agree with or do the situations they could put their hands on their heads or leave them down.

1. How many of you feel you live in a beautiful neighborhood?
2. How many of you help keep your neighborhood clean?

ACTIVITY #14 contd.

3. How many of you turn off your lights when you leave your bedrooms?
4. How many of you would want an economy sized cars instead of large cars?
5. How many of you enjoy visiting the beautiful parks in Arkansas?
6. How many of you have thrown gum wrappers, cans, etc. out of the car window?
7. How many of you have ever grown your own garden?
8. How many of you have ever seen dead fish floating on the water due to pollution?
9. How many of you have ever thought about the workers it takes to bring you the milk you drink?
10. How many of you feel upset when you smell the air after a bus goes by?
11. How many of you have felt the need for a quiet place to be alone and could not find one?

ACTIVITY #15

Your Feelings About Yourself

	YES	NO
1. Sometimes I am too careless.	____	____
2. I can do most things well.	____	____
3. I feel I am just as important as anyone else.	____	____
4. I have trouble deciding what is right.	____	____
5. I am pretty sure of myself.	____	____
6. There are a lot of things about myself I would change if I could.	____	____
7. I become discouraged rather easily.	____	____
8. I am good at figuring things out for myself.	____	____
9. I like myself the way I am.	____	____
10. I don't understand why I do some of the things I do.	____	____
11. I have a lot of self-confidence.	____	____
12. I feel good about myself.	____	____
13. I can usually take care of myself	____	____
14. Sometimes I wish I were someone else.	____	____
15. I don't have any good ideas.	____	____
16. I am generally sure of my ability.	____	____
17. If people really knew me, I don't see how they could like me.	____	____
18. I often wonder if I am doing the right thing.	____	____
19. I like being me.	____	____
20. I don't know for sure what I believe in.	____	____
21. I need help with most things I do.	____	____
22. I am not a very nice person.	____	____
23. I am proud of myself most of the time.	____	____
24. I give up too easily.	____	____
25. I usually think before I act.	____	____
26. Sometimes I feel I really don't understand myself.	____	____

ACTIVITY #16

An Inventory - Your Feelings About Yourself As A Student

	YES	NO
1. I am a good student.	____	____
2. I do most things well.	____	____
3. I use my work time wisely.	____	____
4. I get bored easily with most things I start.	____	____
5. I am a hard worker.	____	____
6. I need help with most of my school work.	____	____
7. I like to do a good job on anything I start.		
8. I have trouble making myself study when I know I should.	____	____
9. I don't know how to study.	____	____
10. I give up quickly if I don't understand something.	____	____
11. I do as well in school as my teacher expects me to.	____	____
12. I am not interested in many things we do in school.	____	____
13. I try to be careful about my work.	____	____
14. I can't work on one thing for very long.	____	____
15. My school work is too hard for me.	____	____
16. When I start something I stay with it until I finish it.	____	____
17. I am proud of the way I do my work.	____	____
18. I feel that I am doing well in school.		

ACTIVITY #17

Sentence Completion - A few sentences can be put on the board throughout the year for the students to complete. These could be kept and put in a booklet at the end of the year.

School _____ Date_____

1. I like school because
2. Sometimes I don't like school because
3. My teacher
4. If I were principal of my school
5. Our class
6. During recess
7. After school
8. My favorite school activity is _____because
9. If I could do anything that I wanted at school, I would
10. Most of my classmates think I am
11. When I know the answer, I usually
12. When I come to school in the morning, I feel
13. When I take a test, I feel
14. When I don't do well in school, I feel
15. When I'm at recess, I feel
16. When the teacher praises my work, I feel
17. When we have a holiday, I feel

ACTIVITY #17 contd.

Miscellaneous

1. I am
2. On Saturday, I like to
3. I feel best when people
4. I wish
5. I like people who
6. The funniest thing that ever happened to me was
7. My friend
8. If I had another week of summer vacation, I would
9. The thing that scares me the most is
10. Someday I am going to
11. Some people always seem to want
12. People I like always
13. The people in my neighborhood are
14. I cry when
15. I am afraid to
16. I am glad I am me because
17. I am happy when
18. When I grow up, I want
19. The trouble with being dishonest is
20. The trouble with being honest is
21. I'm sad when
22. I usually feel angry when
23. If I could do anything I wanted today, I would feel
24. If I am unhappy I usually
25. If I am angry I usually
26. Something I would never do is
27. If I found $100.00 I would
28. When I am blamed for something I didn't do, I usually
29. When faced with a problem, I usually
30. When I enter a new group, I feel
32. When people first meet me, they
33. I am interested in
34. The worst thing about being a child is
35. I am pretty good at
36. I am sometimes scared of
37. To me, honesty is
38. I like to be a leader when
39. I feel left out
40. Sometimes I would like to
41. I smile when
42. People make me happy when
43. I sometimes worry about
44. If I had my own car
45. The hardest thing for me to do is
47. When I am with my friend, I feel
48. When someone teases me, I feel
49. Most of the time, I feel
50. In the morning I

CONCEPT 2: A PERSON'S RELATIONSHIP WITH OTHERS WILL AFFECT HIS CAREER AND THE CAREER OF OTHERS.

ACTIVITY #1

Discussion - Have the students pick partners. Give them time to get to know the likes and dislikes of their partners. When the students come back to the group they can introduce their partners by telling what they have learned about their partners' likes and dislikes.

ACTIVITY #2

A student chooses a picture (of people with obvious expressions such as surprise, fear, anger, sadness, etc.) and shows it to the class. The class discusses how the person in the picture feels and the circumstances which might cause the feelings. The student could then tell a personal experience about a time when he had these feelings and what caused him to feel this way. The students could also role-play these situations to a logical conclusion.

ACTIVITY #3

Circle Discussion - Have students sitting in a circle. They take turns saying something nice about different members of the class. Allow the student to "pass" if he/she does not want to participate.

ACTIVITY #4

"Write Something Nice" - Discuss words that people use to compliment other people. Write these on the board. Pin a sheet of paper on each student's back. The students then take turns writing something nice on each other's paper. After this is completed allow time for the students to read these papers to the class. The purpose of this activity is to teach people to accept compliments.

ACTIVITY #5

Have a student sit in a special chair. The other students tell him/her nice things. Encourage the students to be sincere in their compliments.

ACTIVITY #6

Sentence Completion - Think about the students in our room. Finish these sentences using only the students in our class.

1. I like_____because_____.
2. I would choose_____for the leader of a group because _____.
3. I like to play with_____ because_____.
4. I like to work with_____ because_____.
5. I would invite_____to my party because_____.

ACTIVITY #7

Inventory - Attitudes Toward School and Teacher

		TRUE	FALSE	MAYBE
1.	I like my school.	____	____	____
2.	My teacher does not like me.	____	____	____
3.	My teacher is kind.	____	____	____
4.	I learn many things at school.	____	____	____
5.	I do not like school.	____	____	____
6.	My teacher has a loud voice.	____	____	____
7.	I would rather be at school than at home.	____	____	____
8.	I do good work in school.	____	____	____
9.	My teacher is mean.	____	____	____
10.	I am not happy at school.	____	____	____
11.	My teacher does not know anything.	____	____	____
12.	I do interesting things at school.	____	____	____
13.	My teacher is fair with us.	____	____	____
14.	School is boring.	____	____	____
15.	My teacher looks happy.	____	____	____
16.	My teacher is helpful.	____	____	____
17.	School is not fun.	____	____	____
18.	There are too many rules at school.	____	____	____
19.	My teacher always wants me to do hard work.	____	____	____
20.	I am happy at school.	____	____	____
21.	My teacher has a nice voice.	____	____	____
22.	I don't learn anything at school.	____	____	____
23.	My teacher likes school.	____	____	____
24.	School is fun.	____	____	____
25.	There are only a few rules at school.	____	____	____
26.	My teacher likes me.	____	____	____
27.	I would rather be at home than in school.	____	____	____
28.	My teacher looks unhappy.	____	____	____

CONCEPT 3: GETTING ALONG WITH PEOPLE IS AN IMPORTANT PART OF JOB SUCCESS.

ACTIVITY #1

Have students think of situations where they had to cope with the rights and feelings of others. Discuss: Did it keep you from doing what you wanted to do? Was it more important to consider others or do what you wanted to do?

ACTIVITY #2

Party Fantasy - Pretend you are at a party. Pretend you are the person you dislike the most. Act out the party situation with participant being the person they most dislike.

Discussion:
1. How did it feel being that person?
2. How is that person like you?

ACTIVITY #3

Make a collage on "My Best Friend". Let students guess who the friend might be.

ACTIVITY #4

Select one person that, if you had to, you would spend the rest of your life with. Tell why you would choose that person and list traits that you like in this person.

ACTIVITY #5

Have students describe how they would feel if:

1. You were one of the three students in your room who did not get invited to a party.
2. You were always the last one chosen when choosing up sides for a baseball game.

ACTIVITY #6

Make lists of "Things that really make me mad, (happy, sad, upset, worry, etc.)." Have students share their lists. Many students will be surprised to find out what irritates others.

ACTIVITY #7

Role-play - Create a situation which will illustrate how cooperation in a family can lead to harmony. Example: A family is ready to go to the grandparents' home. The wind has just blown the garbage can over and trash is spread around the neighborhood. The dog needs to be taken to a neighbor.

ACTIVITY #8

Define or Discuss Customs

Discussion Questions:

1. What are some customs of your family? (For example: holidays, birthdays)
2. How do these customs influence what you do and when you do it?

Suggested Activities:

Have students list customs their families associate with Christmas or Hanukkah. Christmas trees in the school.

ACTIVITY #9

What would you do if . . . . ?

Show filmstrips on situations which raise ethical questions such as the Guidance Associates series First Things. These include "The Trouble With Truth", "You Got Mad - Are You Glad", "But It Isn't Yours" and "Who's in a Crowd".

The filmstrip is introduced and shown to the class. These films end with an open-end question for discussion. The class could discuss several possible solutions and decide on the best ones.

The students role-play the situation and solution. They may draw pictures for display or design a bulletin board for their room or for the hallway emphasizing value or values.

ACTIVITY #10

Make a card game similar to bingo. Use words necessary for people to get along such as, trust, honest, on time, reliable, friendly, etc. Have words read at the end of the game to reinforce their meaning and the importance of getting along.

ACTIVITY #11

ME AND MY FAMILY

1. My favorite "family activity" is_____.
2. My mother_____.
3. My daddy_____.
4. On Sundays I wish my family would_____.
5. I think my parents should_____.
6. The most important person in my family is_____.
7. When my family gets together_____.
8. When I become a father or mother, I_____.
9. I remember a Christmas when_____.
10. At home I sometimes_____.
11. My children won't have to_____.

CONCEPT 4: LIFE IS A PROCESS OF CHANGE, GROWTH, AND DEVELOPMENT.

ACTIVITY #1

1. My Interest Inventory

   a. In what ways am I changing?_____

   b. How are my likes changing?_____
      When I was three years old:_____
      _____
      When I was five years old:_____
      _____
      Now:_____
      _____

   c. How are my interests changing?_____
      When I was three years old:_____
      _____
      When I was five years old:_____
      _____
      Now:_____
      _____

   d. What will I be able to do next year that I cannot do this year?
      _____
      _____

   e. What would I like to be like when I am in high school?
      _____
      _____

   f. What would I like to be when I grow up?
      _____
      _____

ACTIVITY #2

Make a bulletin board of photographs students bring from home showing them at different ages.

ACTIVITY #3

Let each student make a family tree for both sides of his family. Some students will be able to trace several generations.

CONCEPT 5: PEOPLE MUST WORK IF SOCIETY SURVIVES.

ACTIVITY #1

Invite parents and other community resource people into the classroom to talk about their careers.

ACTIVITY #2

Let each student write stories of the work the members of his family do at home, do outside the home, and do at home as self-employment to earn money for the family.

ACTIVITY #3

Draw a mural depicting members of the community at work.

ACTIVITY #4

Build a model of the community to show members of the community at work producing the goods and services needed by the community.

ACTIVITY #5

Bulletin Board of the Circular Flow - See the Arkansas Guide for Economic Education.

CONCEPT 6: WORK IN OUR WORLD OF TODAY IS IMPORTANT.

ACTIVITY #1

It is important to help students understand that everybody works. Some people like their jobs and some people don't like them. Most people change jobs several times. Use this form as a guide to help the student see how his work habits have changed. Fill in the blanks with appropriate ages:

THE WORK I'VE DONE

When I was (5) years old, I liked to do this type of work:_____

_____; but I didn't like to do this type of work:_____

_____.

When I was (8) years old, I liked to do this type of work:_____

_____; but I didn't like to do this type of work:_____

_____.

Now I like to do this type of work:_____; but I don't like to do this type of work:_____.

When I get big, I think I will want to do this kind of work:_____

_____.

ACTIVITY #2

Interviewing by students can give valuable career information. Advance planning can make this a pleasant task for the persons involved. The following guide is suggested for this activity:

The student chooses a person to interview that (a) he will feel comfortable with, and (b) he would like to know more about.

Help the student make a list of questions to ask that will give him the information wanted. For example:

What kind of name does your job have?
What kind of school did you attend to learn to do your job?
How long did you have to go to school for this job?
What kind of experience did you need to get this job?

ACTIVITY #2 contd.

How long have you done this kind of work?
What other kinds of work have you done?
What did you learn in elementary school that you need for this job?
If you didn't have the job you have now, what kind of job would you like to have?
Do you think your job is important? Why?

ACTIVITY #3

Invite resource people into the classroom to share their experiences in the world-of-work.

ACTIVITY #4

Discuss jobs in your local community. Have children find out just how varied the services are that are offered to the people living here. Bring in ads from telephone books, newspapers, brochures, pictures of signs, or paid bills. List by category, for example: home repair services, home building services, car services, animal services, hair needs, physical needs, food sales, restaurants, educational facilities, etc. Students can then list these that require trade school learning, college learning, on-the-job training; which are indoor, outdoor, dependent upon weather, not dependent upon the weather. This will expose students to a wide range of jobs, locally, that they can begin to consider as their life's work. Training can be considered and weighed.

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CONCEPT 7: MANY PEOPLE WORK TO MAKE LIFE BETTER FOR ALL.

ACTIVITY #1

Make a list of the workers needed to prepare the lunch available in the school cafeteria.

ACTIVITY #2

Write a skit about the workers needed to get a particular item, for example, a loaf of bread.

ACTIVITY #3

Give the class a fictitious situation to solve by answering these questions: "What can be done? and What different kinds of work must be done?" Use the following situations for discussion, make up your own or let the students think of some.

1. A space ship is on the moon and can't leave because it has no fuel. The three astronauts have enough food, water, and air to last a month.

2. The school custodian falls off a ladder and breaks his leg. The school does not have any money to get another custodian. Floors are getting muddy, the furniture is dusty, the wastebaskets are full and the bathrooms are very dirty.

3. Three ladies work in the school cafeteria. Two ladies get sick and go home just before lunch time. The only lady left cannot serve the plates, get the milk, make change and clean up the kitchen by herself.

CONCEPT 8: WORK PROVIDES OPPORTUNITIES FOR THE INDIVIDUAL TO ENHANCE HIS WORTH AND DIGNITY.

ACTIVITY #1

This inventory can be given orally to a student or the student may write the answers if this is duplicated.

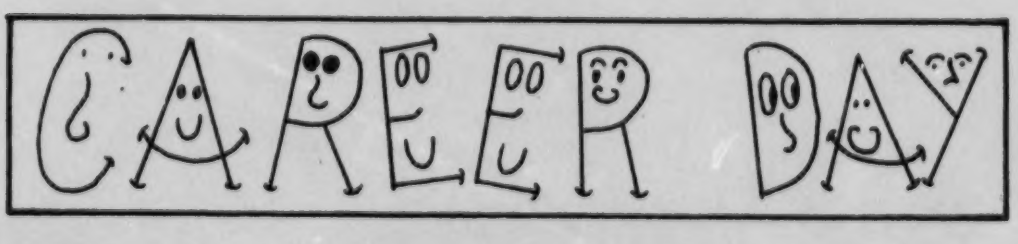
MY FEELINGS ABOUT WORK
(Check your feelings about each statement.)

		YES	NO
1.	I like to work.	____	____
2.	Time spent working is time wasted.	____	____
3.	Doing my work well makes me happy.	____	____
4.	Other people are pleased when I do my work well.	____	____
5.	I hate homework and all other work.	____	____
6.	I enjoy working on school projects.	____	____
7.	I learn new things when I'm working.	____	____
8.	I like to work when I am helping other people.	____	____
9.	I don't want to work unless I get money for it.	____	____
10.	I am proud to tell my friends about the work I do.	____	____
11.	I know how to do more than one kind of work.	____	____
12.	I have to be made to do my work.	____	____

(Numbers 1-3-4-6-7-8-10-11 if checked "yes" show a positive attitude toward the worth and dignity of work.)

ACTIVITY #2

Career Day is an activity that the students can plan for and it brings many resource persons to the school. Students either tell or write down three careers that they are interested in learning more about. These are tabulated to eliminate duplications and to provide a master list of what the students prefer. The students under the direction of the teacher contact persons in the community who are working to share information about their jobs with the students. The resource person brings audio-visual aids, brochures or any materials he needs to make his presentation. The students can have interviews with the resource persons in small groups if time permits. The number of resource people invited can be as many as the school and schedule have time for. A great deal of pride in their work is evident from these people sharing information about their chosen careers.



EDUCATIONAL AWARENESS

EDUCATIONAL AWARENESS---EDUCATIONAL IDENTITY

The purpose of this element is to help students become asquainted with the array of educational opportunities which will become available to them as they progress through school; the nature of these opportunities; the career implications in these opportunities; and to help students perceive the relationship between education, life roles, and life styles.

The entering student has some awareness of the relationship between education and training, whether formal or experience based, and the life roles assumed by himself and others. From this basic educational awareness the student will continue to develop and refine a thorough understanding of the part education and training play in relation to the real and present world; and the changing world in which he will assume a more complete, productive participation. He will also come to recognize the need for specific education and training for specific career roles. Educational identity combines an understanding of the relationship among education, training and life roles; the knowledge of himself as a participant in education and training; his learning style; pace capabilities and capacities; and the ability to select and evaluate educational avenues for the development of his career plans.

EDUCATIONAL AWARENESS CONCEPTS

1. A well-planned school program can provide effective training.
2. Training is necessary for most jobs.
3. Learning basic school skills--reading, writing, spelling, computation, communication--is necessary for almost all types of jobs.
4. Several skills may be required to perform a given task.
5. Career-oriented learning occurs in school and out of school.
6. Different kinds of work require varying degrees of training and education.
7. Knowledge and skills in subject matter areas are helpful in occupational competence.

CONCEPT 1: A WELL-PLANNED SCHOOL PROGRAM CAN PROVIDE EFFECTIVE TRAINING.

ACTIVITY #1

Discuss the skills that a scientist needs for his job. What parts of his body does a scientist really have to use to do his work? What subject areas does a scientist have to know well in order to do his job?

When you work on an experiment in class, what subject areas must you be skillful in before you can do a good job? Ask each student to describe an occupation by naming the skills the worker uses.

Have each student write descriptions of two jobs that he could do well because of skills he has acquired.

ACTIVITY #2

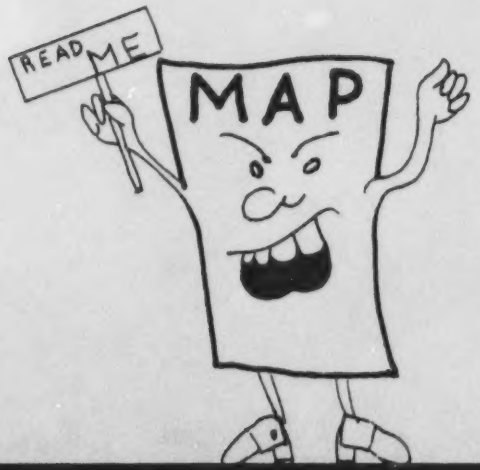
Locate schools and training facilities in your community. Do research on the programs being offered.

ACTIVITY #3

Ask your students to make a map of the school building. Divide the students into groups and take a trip around the school. Ask the students to make a list of all the workers they see and to also note where the people were working. The students can mark their maps with the location of each worker.

ACTIVITY #4

Divide the class into groups. Assign duties for making an anemometer. Each group will decide how it will carry out the assignment. Discuss why people are trained to make scientific instruments.



CONCEPT 2: TRAINING IS NECESSARY FOR MOST JOBS.

ACTIVITY #1

Discuss with the class some of the many math-related occupations available, pointing out the relationship between curriculum and job requirements. Discuss persons who must organize mathematical data in their occupations. Use filmstrips to prepare the class for the visit of a resource speaker who has a math-related job.

Make a study trip to a computer center or have a computer programmer come as a resource speaker. Invite a mathematician and an engineer to come as resource speakers to emphasize the particular math skills required for their occupations. Before each speaker comes, work with the students to be sure that they will have some good questions to ask.

Finally, have students select a math-related career they want to know more about, research this occupation and the training required for it.

ACTIVITY #2

Take field trips to various trade schools and businesses where vocational training is taking place.

ACTIVITY #3

Name some jobs that require knowledge of the constellations in the night sky (navigator, astronomer). Would a weatherman need the same training as a navigator? Ask the students to do a report on an industry that depends on information about the stars (NASA).

CONCEPT 3: LEARNING BASIC SCHOOL SKILLS--READING, WRITING, SPELLING, COMPUTATION, COMMUNICATION--IS NECESSARY FOR ALMOST ALL TYPES OF WORK.

ACTIVITY #1

Plan a field trip to the bank. Discuss how bank employees use mathematics in their work and why it is necessary for them to be competent in math skills.

Obtain deposit slips and blank checks and allow the class enough time to practice filling them out.

Ask the public relations department at a bank to send a resource person to speak to the class about banking.

ACTIVITY #2

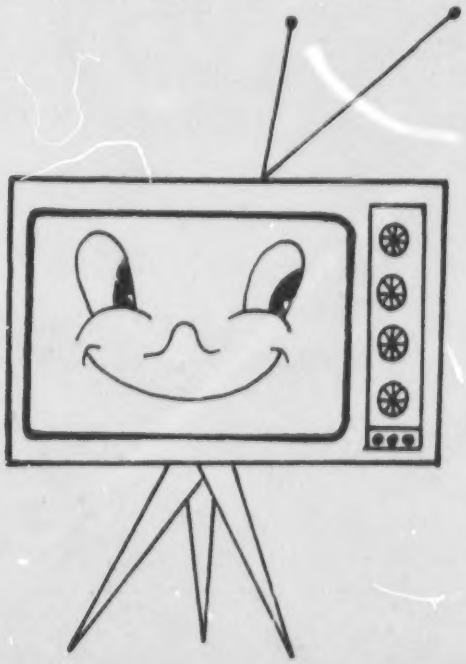
Plan a trip to the bank. Ask the students to observe how each bank employee uses mathematics. Request a resource speaker from a local bank to speak to the class about the importance of mathematics in banking.

ACTIVITY #3

Ask students to give reasons for their needing to tell time. Discuss which reasons are for personal satisfaction (TV, eating); and which reasons help prepare them to be good workers (on time for school, on time for job).

ACTIVITY #4

List some jobs that are related to the manufacture or sale of clocks (factories where clocks are made, watch repair shops, jewelry store sales).



CONCEPT 4: SEVERAL SKILLS MAY BE REQUIRED TO PERFORM A GIVEN TASK.

ACTIVITY #1

Let the students dramatize a scene that will show an untrained person applying for a job. An interview between the applicant and the employer would provide a good setting.

ACTIVITY #2

Name the people who work with flowers and plants (florist, landscape artist, nursery worker, soil conservationist, etc.). Take a field trip to a local nursery and observe the many jobs and skills essential to the successful operation of a nursery.

After the trip, ask your students to name the ways an education could prepare them for working in one of these careers.

ACTIVITY #3

Discuss how handwriting, spelling, capitalization, and punctuation are important when performing the tasks of a sign painter, secretary, book writer, and doctor.

CONCEPT 5: CAREER-ORIENTED LEARNING OCCURS IN SCHOOL AND OUT OF SCHOOL.

ACTIVITY #1

Discuss the fact that out-of-school activities can very often lead to a career. This is a very good time to examine the interests students may have at home. Some activities that a student does well at school could result from the time he spends on hobbies outside of school. Having a "Hobby Fair" would allow the students to share their interests with each other.

ACTIVITY #2

Have a pet day at school when each student can bring his or her pet to school to show the class. Each student could describe the work of caring for his pet. List animal-care jobs in the world of work. Examples: Pet store operator, veterinarian, rodeo performer, circus trainers, etc.

ACTIVITY #3

Students could bring old clothing, toys, etc. to school for a "flea market" sale. They should decide on a fair price for each item. Jobs should be rotated so the students could take turns being salespersons, checkers or customers.

Items would be sold and the money should be counted at the end of the sale. An adding machine should be used to check for errors in counting.

After all the items are sold, the students should have a chance to decide how the profits will be spent.

CONCEPT 6: DIFFERENT KINDS OF WORK REQUIRE VARYING DEGREES OF TRAINING AND EDUCATION.

ACTIVITY #1

Contact the nearest airlines offices and ask them to send you samples of tickets, baggage checks, schedules, and rate books. Use these to develop concepts as to how airlines use units of measurement.

A field trip to an airport could be arranged. Students would see many jobs within the airline industry that they had not known about before.

ACTIVITY #2

Invite resource persons and vocational students to talk about ways that school helped them to prepare for certain careers.

ACTIVITY #3

Have students name the geometric shapes that are used as traffic symbols. Ask them to draw and color the signs for: Stop, railroad crossing, speed limit, yield, etc.

Questions for discussion:

1. Why are universal shapes needed? (Not all people can read or speak the same language.)

2. Who are some kinds of workers that find traffic signs especially helpful? (Salespeople, bus drivers, truck drivers, etc.)

3. What jobs require the necessity of reading signs? (Construction workers, painters, engineers, etc.)

ACTIVITY #4

Contact the Arkansas State Police for text booklets used for Driver Education. Ask a State Patrolman to come to the class and explain this program to your students.

CONCEPT 7: KNOWLEDGE AND SKILLS IN SUBJECT MATTER AREAS ARE HELPFUL IN OCCUPATIONAL COMPETENCE.

ACTIVITY #1

Direct the class to study the careers of famous people who were contributors to the economic changes this country has made from the turn of the century to the present time. List those subjects in school that probably contributed to the success of these people. What areas are necessary today for the success of people in similar positions? Are the same subject areas necessary today as compared to the past for success?

ACTIVITY #2

Name some jobs in which accuracy of measurement is important (sewing, cooking, farming).

Which jobs require detailed reading of measurement (mapmakers, pharmacists, surveyors)?

ACTIVITY #3

Ask the students if they know why they must learn things in school. Give the students a list of occupations. See if the class can decide why these particular jobs are important. How much education or training does each job require? Categorize the occupations according to the amount of education required for each one.

Ask each student to name some skills that he has learned outside the classroom.

CAREER AWARENESS

CAREER AWARENESS---CAREER IDENTITY

The purpose of this element is to help students become acquainted with the variety of occupations in which people are employed; the various personal meanings that work has for adults; and the patterns different people follow in developing careers.

The individual entering school possesses some knowledge about, attitudes toward, and interests in some careers. He knows something about career performances and associated life-styles, rewards, leisure time, working conditions, and the education and training requirements possessed by some persons in some careers. That knowledge of careers can be referred to as career awareness. Through career education, home, and community life the student should be assisted in understanding the broad range of careers which are available as they serve him, the community, or society-at-large. He should also be assisted in learning what is involved in the development, growth, behavior, training, and rewards of persons engaged in specific occupations. From this broad understanding, or career awareness, the student should experience active career exploration and preparation which leads to career identity. Career identity is defined as the individual's selection of an appropriate role within the world of work.

CAREER AWARENESS CONCEPTS

1. There is dignity in work and all work is important.
2. Many people work to make life better for all.
3. All occupations have their own work settings.
4. Occupations and life-styles are interrelated.
5. Careers are grouped by fields and related occupations are grouped in clusters.
6. Every career requires some special preparation.
7. Young women as well as young men should prepare for a career.
8. Career planning should be a privilege and responsibility of the individual.
9. Exploratory work experience helps improve knowledge about careers.
10. Work that is enjoyed by some is disliked by others.

CONCEPT 1: THERE IS DIGNITY IN WORK AND ALL WORK IS IMPORTANT.

ACTIVITY #1

Let students make a bulletin board captioned, "Put Your Heart in Your Work". Each student cuts a picture from a magazine that shows his career choice and mounts it on a red heart. These are arranged on the bulletin board. This can be the theme for February.

ACTIVITY #2

Each student makes a poster and shares it with the class, showing a favorite career. Discuss the advantages to the community of each occupation and the disadvantages or less attractive features of the work. The students are also led into an awareness of differences in the educational requirements and the salaries of various occupations.

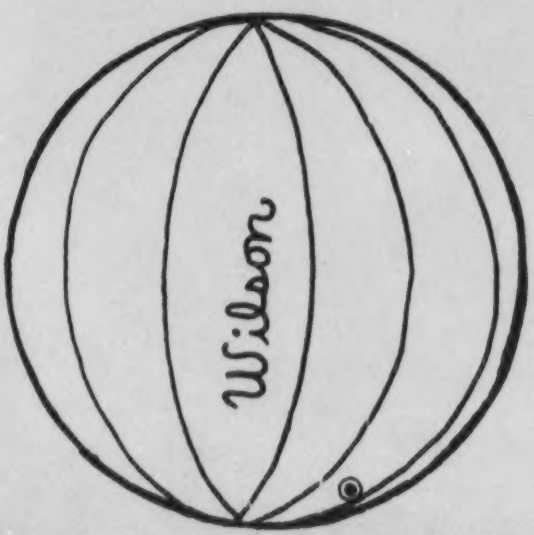
Care must be taken to help each student realize that all work is honorable, and that jobs at all levels are important to the community.

ACTIVITY #3

Introduce the students to professional athletics by having a discussion about several sports that people are paid to participate in. Assign each student some sport to read about. The students will then report to the rest of the class, perhaps demonstrate a piece of equipment used in the sport, and tell about some individuals who are famous participants.

ACTIVITY #4

Have students make posters of their parents working at the various jobs they do at home or away from home. Emphasize that being a parent is a job in itself. Discuss the importance of the kinds of jobs the students illustrated. Encourage discussion about responsibilities of parenthood and why the job of being a parent is important.



CONCEPT 2: MANY PEOPLE WORK TO MAKE LIFE BETTER FOR ALL.

ACTIVITY #1

The students begin the study by discussing their parents' jobs and then name some jobs they might like to consider for the future. The students then make lists of various places in the community they would like to visit to observe actual work being done and the equipment involved in the performance of these jobs.

ACTIVITY #2

Let the students assist you in listing the public transportation, communication and utility companies in your community.

Questions for discussion:

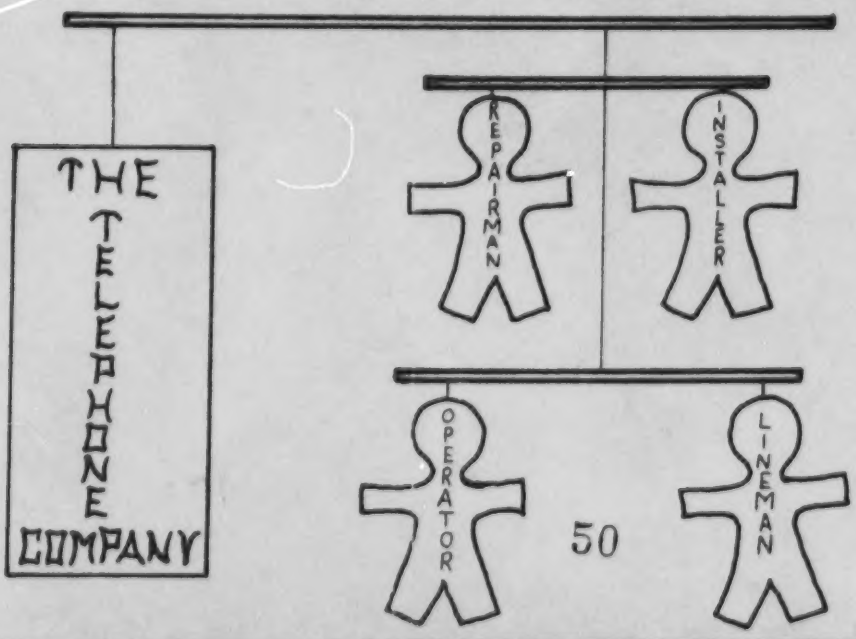
1. Who are some workers in these companies?
2. How does their work affect me and my family?
3. What happens if they refuse to work?

ACTIVITY #3

Students in small groups could interview a policeman, a fireman, an alderman, the mayor, etc. Tape the interviews so that the whole class can hear them. Emphasize that the work done by these individuals is important to the students, their families, and the community

ACTIVITY #4

Make a mobile. Cut a rectangle out of cardboard and label it with the name of a public utility. Cut out several doll shapes and label with the names of jobs that can be found in that utility. Fasten the parts together with yarn or thread on dowels or heavy cardboard strips. Arrange so that the workers "balance" with the utility.



CONCEPT 3: ALL OCUPATIONS HAVE THEIR OWN WORK SETTINGS.

ACTIVITY #1

After providing each student with the following list of job nicknames, help the class to identify each with the job to which it pertains. Then find pictures to represent as many jobs as possible. With the use of a projector, enlarge the pictures to a uniform size suitable to display as a mural. Paint the representative pictures and label each with the appropriate nickname.

List of Nicknames:

1. Sky Pilot (Preacher)
2. Sawbones (Doctor)
3. Roustabout (Circus Laborer)
4. Sandhog (Underground Laborer)
5. Waddie or Cow Puncher (Cowboy)
6. Mule Skinner (Driver of mule team)
7. Schoolmarm (School Teacher)
8. Hard Hats (Construction Worker)
9. Cop (Policeman)
10. Smoke Eater (Fireman)
11. Grease Monkey (Mechanic)
12. Cabbie (Taxi Driver)
13. Monkey-on-a-Stick (Lineman)
14. Gandy Dancer (Railroad Track Worker)
15. Jet Jockey (Jet Plane Pilot)
16. Fly Boy (Aircraft Pilot)
17. Florence Nightingale (Nurse)
18. Pill Roller (Pharmacist)
19. Hash Slinger (Waitress)
20. Hogger (Railroad Engineer)

ACTIVITY #2

Students could discuss seasonal changes and relate the effect that each has on them. Have each student illustrate a job that is indigeous to each season. (Shoveling snow, harvesting, planting, lifeguard, etc.)

ACTIVITY #3

Take field trips to a local factory and to a grocery store. Students should observe both settings and draw scenes to illustrate each. Discuss reasons why each of these has its particular type of setting.

CONCEPT 4: OCCUPATIONS AND LIFE-STYLES ARE INTERRELATED.

ACTIVITY #1

While groups of students are making models of an early Plymouth Rock Settlement, buildings, ships, garden, and people at work (with clay or sticks), visit the various groups and encourage conversation on how many people are required today to do the same job. The settlers were not specialists, they performed many tasks to provide themselves with the necessities. While we in our present day careers do only one job and get a wage or salary to buy our necessities.

ACTIVITY #2

Have each student make a survey of the occupations of his parents' friends. Study the results to see if the occupations are similar to his parents'. Compare the hours, worked, training required and fringe benefits.

ACTIVITY #3

Discuss:

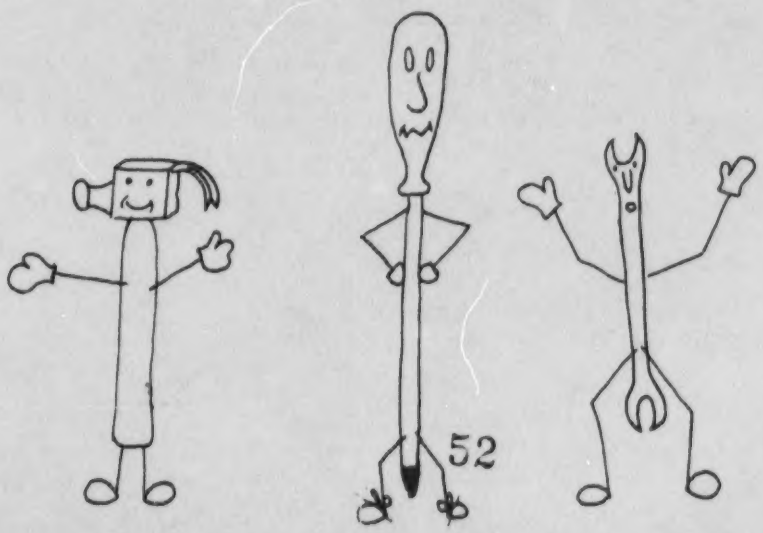
1. Jobs that were created by the Industrial Revolution (Tool and die workers, engineers, factory workers).

2. Jobs that are almost extinct because of the Industrial Revolution (Weaving, spinning).

3. Compare the jobs, earnings, homes, and the use of leisure time before and after the Industrial Revolution.

ACTIVITY #4

Study the fifteen job clusters. Invite resource people from each cluster. Help the students see how jobs in one cluster are related and how one cluster may depend upon another cluster.



CONCEPT 5: CAREERS ARE GROUPED BY FIELDS AND RELATED OCCUPATIONS ARE GROUPED IN CLUSTERS.

ACTIVITY #1

To correlate career information with language arts, ask students to compose poems that relate to their career interests. Many of the students can memorize their poems and present them to the class. The following is an example of the work done by one student:

CAREERS

Let's take a look, our future to see.
What kind of worker would you like to be?
I'd like to be a doctor and help all of mankind.
It might be for wounds or maybe the mind.

You could be a surgeon or maybe a physician,
But every doctor should fit his position.
You could be a psychiatrist and help people understand
There are things you can't do and things you can.

You could go overseas and help the boys who fight
For sure, theirs is a very sad plight.
You can help the needy, you can help the poor
Whether it's a big wound or just a little sore.

Without a job the world would be a bore,
But with jobs, the world is doing more and more.

ACTIVITY #2

Students could name and sketch several types of modern transportation. Ask them to list the ways that some people travel every day in their work. (Tugboat, airplane, motorcycle, etc.) Also have the students name some workers who provide services for people who travel (Mechanics, gas station workers, airline stewardesses, truck stop workers, etc.).

ACTIVITY #3

Let students make posters from pictures they cut from magazines showing jobs connected with food (baker, butcher, farmer, workers in a grocery store). Draw pictures of other people who work around food (cashier, stockman, truck driver).

CONCEPT 6: EVERY CAREER REQUIRED SOME SPECIAL PREPARATION.

ACTIVITY #1

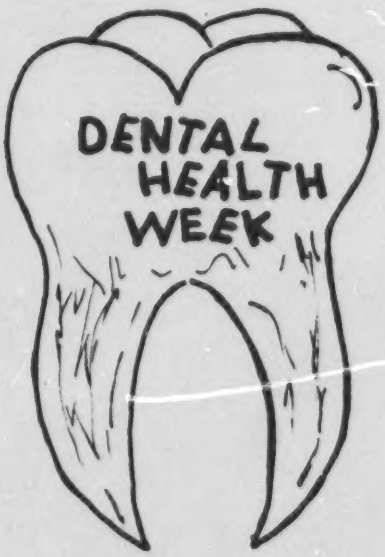
Investigate jobs in your local community. Have students find out just how varied are the services offered to the people living here. Bring in ads from telephone books, newspapers, brochures, pictures of signs, or paid bills. List by category, for example: home repair services, home building services, car services, animal services, hair needs, physical needs, food sales, restaurants, educational facilities, vets, etc. Students can then list those that require trade school learning; college learning, on the job training, which are indoor, outdoor, dependent upon weather, or not dependent upon anything. These categories are put on bulletin boards as students think of them. Titles are attractive if written using brightly colored yarn.

ACTIVITY #2

During Dental Health week, ask a dentist to visit the classroom. Ask him to bring tools of his trade and describe the training needed to become a dentist. He could also tell about the allied careers of dental technician, dental assistant, orthodontist, and others.

ACTIVITY #3

Students could discuss the types of education and training that are essential for their parents' occupations. Students may interview their parents about their work, skills, attitudes, and special training. Each student should be encouraged to take part in the discussion, and each occupation represented should be accorded equal importance. Parents could also be invited to the room to talk to the class and answer questions.



CONCEPT 7: YOUNG WOMEN AS WELL AS YOUNG MEN SHOULD PREPARE FOR A CAREER.

ACTIVITY #1

Career Awareness Game: Tic Tac Toe

Set up nine chairs to represent a tic tac toe board. Choose two teams and let them decide if they want to be X's or O's. Select a panel. Ask questions concerning occupations. The team members are then asked to decide if they think the answer given by the panel member is right or wrong. If the team member is right he gets to sit any where on any one of the nine chairs. The team having three members in a straight line, vertical, horizontal or diagonal wins the game.

ACTIVITY #2

Contact the telephone company for its information on careers that they offer men and women.

ACTIVITY #3

Use the application for employment form in the resource section. Show it to the students with an opaque projector.

The students practice answering the questions asked on the application blank.

After each student has progressed to the point where he can come up to the chalk board and complete the form without too much difficulty, he then fills out an actual form for himself. Perhaps businesses in your community could give you the forms they use for the students to examine. Emphasize that both boys and girls should prepare for a career.

ACTIVITY #4

Contact the recruiting offices for the armed services. They can send posters, brochures and other material as well as a recruiting officer as a resource person. The Army, Navy, Air Force and Marines offer careers to men and women.

Southwestern Bell Careers

CONCEPT 8: CAREER PLANNING SHOULD BE A PRIVILEGE AND RESPONSIBILITY OF THE INDIVIDUAL.

ACTIVITY #1

Ask a member of your local or State police to visit the class. Suggest that he tell the class why he became a policeman and the special training he had. Encourage students to ask questions.

ACTIVITY #2

Invite a panel of clergymen to visit the class and discuss why they chose their professions and the training necessary to be qualified. Actually, one minister would suffice, but if several different faiths are represented, no one will be offended.

ACTIVITY #3

Use resource individuals and take field trips so that students will see that many careers are necessary in their community. Students should report on these careers and how these careers affect their lives.

ACTIVITY #4

Make a mural illustrating the important individuals. Discuss why they did these types of work and why their work was important.

CONCEPT 9: EXPLORATORY WORK EXPERIENCE HELPS IMPROVE KNOWLEDGE ABOUT CAREERS.

ACTIVITY #1

Have students select careers that they would like to write about. Tell students to prepare reports containing the following information.

1. Name of Chosen Career
2. Table of Contents
3. Why I Should Have a Vocation
4. Advantages of Deciding on a Vocation Early
5. History of _____(career)
6. Nature of the Work
7. Conditions of Work
8. Personal Qualities Needed
9. Preparation Needed
10. Opportunities for Advancement
11. Compensation
12. Advantages and Disadvantages
13. Interview a Person in the Field or Report on a Book in the Field
14. Miscellaneous (pictures, poems, and important facts)

ACTIVITY #2

Take a field trip to a building under construction to learn about the workers and what they do. After returning to the classroom, students could do research on the duties of the carpenter, architect, contractor, electric workers, etc.

ACTIVITY #3

Create a bulletin board about the impact of environmental education and protection. Display or list some jobs that may be created in the future because of environmental problems.

CONCEPT 10: WORK THAT IS ENJOYED BY SOME IS DISLIKED BY OTHERS.

ACTIVITY #1

Career Awareness Game: Who Am I?

One group of students role play and dramatize various careers. The rest of the students are to figure out what work is be spotlighted. They may dress in uniforms of particular workers and bring tools that the workers use. Encourage students to discuss the careers they like or dislike and why.

ACTIVITY #2

Ask students to bring "hobby collections" to school. As they discuss the collections, have them tell what personal satisfactions they receive from their hobbies.

ACTIVITY #3

Each student is to think about what he wants as his occupation. The teacher should stress the importance of realistic goals or choices. Then the student is to find a picture from a magazine which best depicts his choice. It is then put on a bulletin board along with the student's photograph. The bulletin board should read, "What Shall I Be?" The student may also write a brief summary of why he chose his career. The student might prefer to do his own interpretation of his career by drawing. Each could compare his choice with those of his classmates and state the reasons why he chose what he did.

ACTIVITY #4

Personal Appearance - This material can be duplicated and given to the students to do as a part of self-evaluation.

<u>Your Appearance</u>

The first thing that the employer will be interested in is your appearance, because he is concerned about the impression you will make on other people. He will want to make sure that you will do a good job and that you can gain the trust of his customers. Every employer wants his customers to know that he runs his business in an efficient and honest way, and it is through his employees that he instills this idea in his customers' minds.

Aopearance includes such things as good health habits, grooming, posture, and a sense of appropriateness about clothes. The new fashions in clothing have freed people, especially men, from having to dress alike, but employers still expect you to know what is in good taste for your job and what is not.

ACTIVITY #4 contd.

Your Work Habits

When an employer is thinking about hiring you, he is also aware of another area--your approach to your work. He wants to be sure that he is going to get his money's worth from the salary that he will pay you. And he has to know if you like to work or if you just want to earn money, how you get started on a task, whether you are willing and able to see a given task through, whether you learn from your mistakes, and whether you can carry over what you have learned from each task to help you in similar situations.

ACTIVITY #4 contd.

YOUR APPEARANCE

To see how you rate on the subject of appearance, here are some of the factors that employers think are important. In each case, read the statement and rate yourself from 1 to 5. Use 1 for always, 2 for usually, 3 for sometimes, 4 for seldom, and 5 for never.

Do you:

_____ 1. Eat a well-balanced diet?
_____ 2. Try to keep your weight within the limits that are right for you?
_____ 3. Take a bath or shower once a day?
_____ 4. Use a reliable deodorant routinely?
_____ 5. Brush your teeth and see your dentist regularly?
_____ 6. Get an adequate amount of rest, fresh air, and sunshine?
_____ 7. Have a regular exercise program?
_____ 8. Take care of your skin?
_____ 9. Keep your fingernails manicured?
_____10. Keep your hair clean, neat, and styled in a way that is not extreme?
_____11. Wear clothes that are always clean and well pressed?
_____12. Take care not to wear clothes that need mending?
_____13. Keep your shoes repaired and clean?
_____14. Try to wear the appropriate outfit for every occasion?
_____15. Use good taste in matching clothes and accessories?
_____16. Know what is the right amount of jewelry?
_____17. Have a sense of balance rather than following the current fads in clothing?
_____18. Practice correct posture when sitting, standing, or walking?
_____19. Look people in the eye when you are talking or listening to them?
_____20. Know how to sit or stand still without looking tense or nervous?

ACTIVITY #4 contd.

YOUR WORK HABITS

Rate yourself from 1 to 5 on the questions below to see which of your work habits need strengthening. In each use 1 for always, 2 for usually, 3 for sometimes, 4 for seldom, and 5 for never.

Do you:

_____ 1. Enjoy finding solutions for problems?
_____ 2. Tackle a job that you can see needs doing without waiting to be told?
_____ 3. Make sure that you understand any directions or instructions before you start?
_____ 4. Try to think through the whole task before you start working and to visualize a step-by-step plan for finishing it?
_____ 5. Finish whatever you start willingly without having to be prodded?
_____ 6. Work at a steady pace with a minimum of rest periods?
_____ 7. Know how to avoid wasted effort?
_____ 8. Know how to finish a task in the appointed time?
_____ 9. Know how to tell the difference between what's important and what's unimportant in getting a task done?
_____10. Believe that any job worth doing at all is worth doing well?
_____11. Set high standards for yourself and try to meet them to the best of your ability?
_____12. Refuse to get discouraged or to quit when you meet obstacles?
_____13. Ask for help when you see you can't finish a job without it?
_____14. Accept criticism as something designed to help you in the future?
_____15. Feel that you can always learn something new and act accordingly?
_____16. Willingly admit your mistakes instead of blaming others for them?
_____17. Make sure that you know exactly what you did wrong when you have made a mistake?
_____18. Try to see what's already familiar to you about new problems that you have to face?
_____19. Enjoy a feeling of success when you have finished a job?
_____20. Care about your own future?

ACTIVITY #5

THE TEN COMMANDMENTS OF WORK HABITS

1. Smile, and be of good cheer; for it promotes goodwill and thus increases efficiency.

2. Thou shalt not yell, but speak clearly and distinctly to the person with whom you are talking.

3. Thou shalt not pass the buck, but shalt accept thy errors as thine, and endeavor to eliminate such errors.

4. Thou shalt not grumble about thy work, for there is someone else who will do thy work cheerfully.

5. Thou shalt not consider thyself indispensable; even presidents can be replaced.

6. Thou shalt not condescend, for there are no class distinctions among intelligent people, and each is equal to the other.

7. Thou shalt not deem thyself superior, and talk down to co-workers; one day you may find thyself looking up to them.

8. Thou shalt not take the name of the co-worker and use it unfairly or maliciously in regard to gossip.

9. Thou shalt be responsible for thine own job, and only thine; let everyone take care of his responsibility.

10. Thou shalt remember that an office is to be run as a place of business, for employees are adults and should act and be treated accordingly.

Duplicate this list to distribute to the students or make a poster to display in your room. Allow each student to choose one commandment to illustrate. Have an art show and let the students try to match the illustrations with the proper commandment.

Smile, and be of good cheer!

ACTIVITY #6

SOME CHARACTERISTICS WHICH MAKE WORK EASIER

AND WHICH SUGGEST THE BEST METHODS OF DOING A JOB

ACCURACY
ADAPTABILITY
ALERTNESS
AWARENESS
COMMON SENSE
DEPENDABILITY
DISCRETION
EFFICIENCY
EMOTIONAL STABILITY
ENDURANCE
FOLLOWING DIRECTIONS
FORESIGHT
GOOD HABITS
HONESTY
HUMOR
INDUSTRIOUSNESS
INGENUITY
INTELLIGENCE
INTEREST
JUDGEMENT
MEMORY
ORGANIZATION
PATIENCE
PERSISTENCE
PRIDE OF WORK
PUNCTUALITY
RESOURCEFULNESS
RESPONSIBILITY
THOROUGHNESS
VERSATILITY

Present these words so your students will know exactly what they mean. Ask students to use the words in sentences.

Ask students to suggest a job or career for each characteristic listed.

ECONOMIC AWARENESS

ECONOMIC AWARENESS---ECONOMIC UNDERSTANDING

The purpose of this element is to help students become acquainted with the basic system and the social and economic changes which are occuring in the United States and the rest of the world, and the possible implications these changes will have on their careers.

Career education will facilitate the student's thorough exploration of the economic system both as it relates to career development and the community and society-at-large. Economic understandings are defined as those conceptual elements and networks which make it possible for the child or adult to understand the economic environment and solve personal and social economic problems.

ECONOMIC AWARENESS CONCEPTS

1. Some jobs produce goods; others produce services.
2. Each individual is a consumer, producer, and citizen, and as such has certain rights and responsibilities.
3. Work cannot be accomplished without productive resources.
4. The structure of the economic system gives people a work incentive.
5. Work opportunities are influenced by our economic system.
6. Some jobs are needed everywhere while others may be determined by where one lives, by supply and demand or by changing conditions.
7. Division of labor and job specialization will increase productive efficiency.
8. Interdependence creates a need for world trade.
9. Technological development may contribute to job disappearance or job emergence.
10. Man must learn to use technology to his own advantage.

CONCEPT 1: SOME JOBS PRODUCE GOODS; OTHERS PRODUCE SERVICES.

ACTIVITY #1

Review producers of goods and services.

ACTIVITY #2

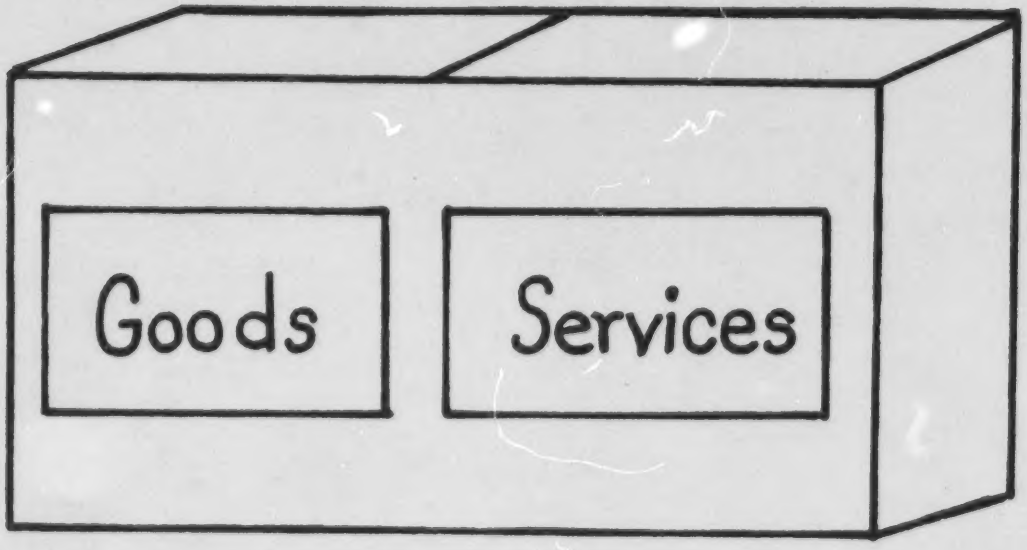
Classify classroom activities into goods and services.

ACTIVITY #3

Make a bulletin board featuring producers and consumers. Material can be taken from research that the students have done about different individuals' lives.

ACTIVITY #4

Take field trips so students can see some producers of goods and services.



CONCEPT 2: EACH INDIVIDUAL IS A CONSUMER, PRODUCER, AND CITIZEN, AND AS SUCH HAS CERTAIN RIGHTS AND RESPONSIBILITIES.

ACTIVITY #1

Review the terms "consumer" and "producer". Make certain the students understand who the producers of goods and services are.

ACTIVITY #2

All people are consumers but not all people are producers. People who cannot produce are those who are: very old,
very young,
very sick.

Encourage your students to discuss the reasons why these three groups of people are not producers. Ask the class if <u>one</u> individual could be in <u>two</u> of the groups.

ACTIVITY #3

Innocent Until Proven Guilty - After a discussion about democracy and other forms of government, have the students choose legal-related occupations which might be role-played within a courtroom scene in the classroom.

Select a defendent and tell only him whether he is guilty or not. Let other students volunteer as witnesses, lawyers, court photographer, jurors, judge, court reporter, bailiff, and legal secretary. Have the students research occupations related to the court room and also study court cases from old magazines or newspapers. After a mock trial, let the students exchange roles to try another case.

If possible take the students to observe a municipal court, being careful to check the docket to avoid embarrassment.

ACTIVITY #4

Let the students select a product. They could make a chart or a mural of all the different steps from beginning of product to final product. The workers of each step could be labeled as to whether they produce a good or a service.

ACTIVITY #5

Make dioramas showing the various stages a product must go through from the raw material until it reaches the consumer.

ACTIVITY #6

Invite a naturalized citizen to talk with the students. Ask him/her to tell the students why he/she was willing to give up his/her citizenship to become a citizen of the U.S.

ACTIVITY #7

Take a field trip to watch persons being sworn in as citizens of the U.S.

ACTIVITY #8

Films: We Want Goods and Services and We Make Choices by Arthur Barr.

CONCEPT 3: WORK CANNOT BE ACCOMPLISHED WITHOUT PRODUCTIVE RESOURCES.

Vocabulary: Human - The workers.

Natural - All fields and soil fertility, water and potential waterpower, wildlife and fish, minerals and timber, which comprise the natural wealth of a nation.

Capital - Includes all physical assets (machinery, factories, and materials) of a business except land.

ACTIVITY #1

Introduce the vocabulary to the students.

ACTIVITY #2

Relate the vocabulary to your social studies text.

ACTIVITY #3

Study the early explorers and identify the productive resources they had--ships, sailors, etc.

ACTIVITY #4

Identify the productive resources of the early settlers:

Natural resources were plentiful.
Human resources depended upon where they settled and the size of the family.
Capital resources were scarce due to the lack of technology.

ACTIVITY #5

Let the students film a class project and identify the resources they use.

ACTIVITY #6

Help your students write a play about Queen Isabella and Columbus' voyage. Mention the productive resources available at that time. Explain to the students that the scarcity of goods in the New World was due to the amount of time it took ships to cross the ocean. Point out that the Spaniards had money but it did them no good, as there was nothing to buy.

ACTIVITY #7

Resource people invited to visit your class could bring some of the tools and machines that they use on their jobs.

ACTIVITY #8

Take your students on field trips to see productive resources at work.

ACTIVITY #9

Film: Our Productive Resources by Arthur Barr.

CONCEPT 4: THE STRUCTURE OF THE ECONOMIC SYSTEM GIVES PEOPLE A WORK INCENTIVE.

ACTIVITY #1

Let the students make a bulletin board to show the characteristics of our market economy.

ACTIVITY #2

Help your students make a circular flow chart with the words "Students of the Mini-Economy" replacing households and "Mini-Society Businesses" replacing business.

ACTIVITY #3

Assist your students in planning a classroom business with profit as the motivating force.

ACTIVITY #4

Encourage the students to open a bank when the classroom business shows a profit. This would be a good way to teach the repsonsibilities of handling money.

CONCEPT 5: WORK OPPORTUNITIES ARE INFLUENCED BY OUR ECONOMIC SYSTEM.

ACTIVITY #1

Encourage your students to become entrepreneurs and start businesses to operate in the classroom

ACTIVITY #2

Have the students construct a bulletin board showing the industrial North and the agricultural South.

ACTIVITY #3

Guide the students into making generalized statements based upon the experiences they have had from their classroom businesses.

ACTIVITY #4

Assign students to write short narratives explaining why certain jobs have continued in our economy but others have disappeared.

ACTIVITY #5

Have discussion comparing our economic system with another country's economic system.

ACTIVITY #6

Field trips and resource people can help the students understand the different aspects of our economic system: Competition, Profit Motive, Consumer Direction, Private Ownership of Property, and how decision-making is used in organizing and maintaining a business.

ACTIVITY #7

Discuss why an industry gets started. The usual reasons are to make a profit and to supply people with work.

ACTIVITY #8

Discuss the reasons an industry locates in a particular area: (1) no other similar industry is in the area, (2) for economic reasons, (3) closeness to markets, (4) the utilities that are available at reasonable cost, (5) expansion room, (6) transportation available, (7) an adequate labor supply, (8) the local capital, (9) living and recreational facilities for personnel, (10) the cultural advantages, and (11) a good city government.

ACTIVITY #9

Discuss the fact that a community investigates an industry before bringing it into the community. The community should investigate:

ACTIVITY #9 contd.

(1) their getting any invested money back, (2) the long-range plans of the industry, (3) the key personnel, (4) the facilities that will be needed, (5) the developmental plan of the industry, (6) the financial plan of the industry, (7) polution safety devices, and (8) the possibility of labor problems.

Ask the Chamber of Commerce to send a resource person to your classroom to discuss how they screen a business before bringing it to the community.

ACTIVITY #10

All new industries offer different types of jobs. These types include unskilled, semi-skilled, and managerial. This information could be put on posters or charts to show the Chamber of Commerce representative how your business would benefit the community.

ACTIVITY #11

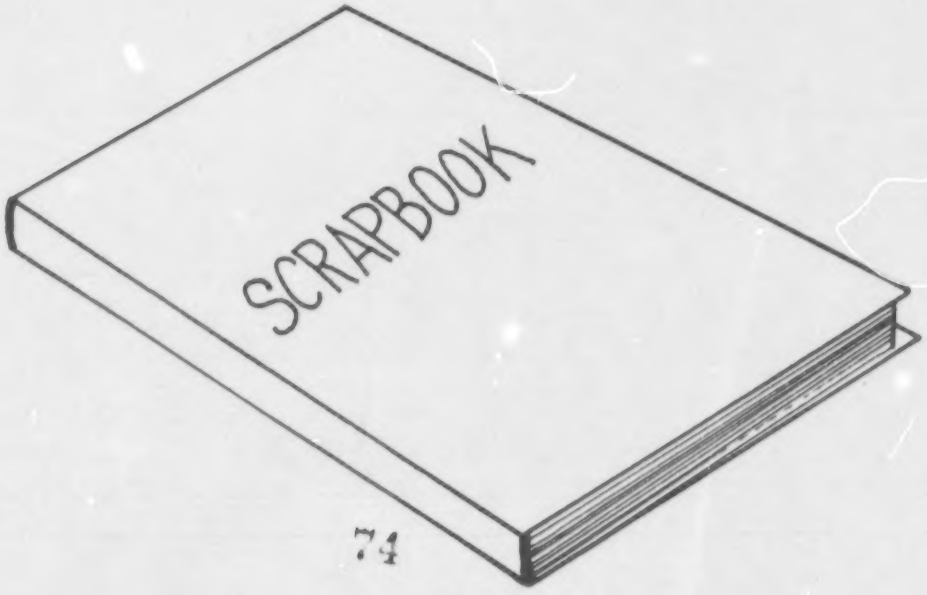
The taxpayer plays an important part in bringing an industry to a community. For instance, if a bond issue is to be passed, the taxpayer can vote either pro or con. Invite your county tax assesor to visit your classroom and explain how the tax dollar is spent.

ACTIVITY #12

The class could keep a scrapbook of interesting topics about the community industries from the newspaper.

ACTIVITY #13

This questionaire can be duplicated and sent to each parent. (Refer to next page.)



JOB QUESTIONNAIRE
(See Activity #13)

1. Why do you work?

2. What do you do at work?

3. How much training or education do you need to do this work?

4. What tools or machines do you use at work?

5. Do you work with
   _____people?
   _____ideas?
   _____machines?

6. Is it necessary for you to get along with people on this job?

7. What other jobs could you do with your training?

8. What are the advantages of this job?

9. What are the disadvantages of this job?

10. Would you be able to talk with the class about your job? _____
    If so, what day of the week is best for you?_____

CONCEPT 6: SOME JOBS ARE NEEDED EVERYWHERE WHILE OTHERS MAY BE DETERMINED BY WHERE ONE LIVES, BY SUPPLY AND DEMAND, OR BY CHANGING CONDITIONS.

Vocabulary: Supply - The quantity of jobs available on the market at a given time.

Demand - What people want, ask for, need, or require. (If there were no demand for goods and services, there would be no occupations. The job market changes as consumers' demands change for goods and services.)

ACTIVITY #1

Assign students to make a survey of the jobs available in your county and the jobs available in neighboring counties.

Use a map to locate these jobs. Let students decide if these jobs are found in more than one section of the state.

ACTIVITY #2

Take a field trip to a service station. Ask an employee to explain how the sales are related to supply and demand.

ACTIVITY #3

Have a resource person from the Coca-Cola Company talk to the class. Ask him to emphasize the fact that more people are hired by his company in the spring and summer months than any other times of the year.

ACTIVITY #4

Conduct a survey to find out how many students' fathers have been transferred from other towns by their employers. Also find our WHY they were transferred if it is possible.

CONCEPT 7: DIVISION OF LABOR AND JOB SPECIALIZATION WILL INCREASE PRODUCTIVE EFFICIENCY.

Vocabulary: Division of Labor - Separation of work into many different operations through specialization.

Specialization - The division of labor in the production of goods and/or services so that each worker performs a particular function.

ACTIVITY #1

Let your students set up an assembly line in the classroom to put together a booklet. Organize one group to work so that each individual has a specific job to do. Have another group work without any organization. It should take the second group much longer to produce the finished product which probably won't be of good quality. This will demonstrate that specialization leads to interdependence.

ACTIVITY #2

Have students do research on the life of Henry Ford or any other well-known inventor. Caution the students to pay attention to the various stages that preceded the final invention. Let the students design a poster of illustrations placed in chronological order. The poster should show the dated events that led up to the patented product.

ACTIVITY #3

Direct the students to find pictures of machines that have been used in the recording industry and use the pictures to make a poster that traces the history of the industry. If it is possible, help the students compare the quality of the sounds of records years ago and today. It would be helpful if the students could discover the changes that have been made in the sizes and speeds of records and to find out what materials records have been manufactured from. Perhaps the students would like to record their voices on a tape or cassette.

ACTIVITY #4

Take your students to visit a television or radio station. The students should be made aware of the many kinds of jobs that are neccessary in order for one show to be produced.

CONCEPT 8: INTERDEPENDENCE CREATES A NEED FOR WORLD TRADE

ACTIVITY #1

Have a resource person talk to the students about international trade. That should help them understand the economic reasons for trade between nations.

ACTIVITY #2

Establish an "international bank" in your classroom to be operated by two groups of students. This should simulate the conditions that are necessary for banking between countries. The experience would help your students learn more about money in relation to world trade.

ACTIVITY #3

Film: Why Communities Trade Goods -- Churchill.

ACTIVITY #4

Ask your students to collect articles from newspapers that are concerned with interdependency in world trade. The articles could be discussed by the class and later put on the bulletin board.

ACTIVITY #5

Assign students an imaginary sum of money to invest in the stock market. They will have to use the daily papers in order to keep records of the increases and decreases in values. Let them decide on selling stocks and reinvesting the "money". At the end of the study the students should make a chart to show their gains and losses.

ACTIVITY #6

Let your students have a World Trade exhibit. Ask them to bring objects to school that were grown or manufactured in a foreign country. Display a World Map and label all the countries represented at the exhibit.

ACTIVITY #7

Tell your students to imagine that a very high wall has been built around Arkansas. No one can get out and no one can come in. Everybody in the state will have to get along with just what is inside the wall after it was sealed. Ask the class how long they think the people of Arkansas could live before they needed something from outside the wall? Ask then what they think would be the first thing Arkansans would need?

ACTIVITY #8

Tell your students to imagine that a very high wall has been built around the North American continent. How long could we live without any goods or services from other nations? What would be a few of the goods that we would need first? What are a few of the services from other countries that we have to have to live in this country? Did any group of people ever live on this continent who did not need World Trade?

CONCEPT 9: TECHNOLOGICAL DEVELOPMENT MAY CONTRIBUTE TO JOB DISAPPEARANCE OR JOB EMERGENCE.

ACTIVITY #1

Assign the students to do research on farm equipment comparing the machinery used today and fifty years ago. Ask them to list the farm jobs that have disappeared due to modernized farm equipment.

ACTIVITY #2

Have the students interview the principal of your school. They should ask him if any jobs in education have become obsolete within the past few years. They should also find out what new jobs have emerged within the past ten years. (Media center specialists, counselors, speciality teachers, etc.)

ACTIVITY #3

Ask the students to collect magazine pictures of tools and machinery that were used fifty years ago. They should also look for pictures of tools and machinery used today. The students could contrast the two groups of pictures and comment on why the older ones are not in use today.

ACTIVITY #4

Take the students on a field trip to the business district of your town. Help them to discover reasons why stores go out of business. Real estate companies would be good sources of information about this subject. When enough information is accumulated, allow the students to discuss how and why the community has changed.

CONCEPT 10: MAN MUST LEARN TO USE TECHNOLOGY TO HIS OWN ADVANTAGE.

ACTIVITY #1

Assign the students to read books or stories about the early life in America. The class could make a comparison of lifestyles in the settlers' time and the present time. Help the students to understand the role of technology in history.

ACTIVITY #2

Allow the students to make a bulletin board that displays pictures of electric appliances we use today. Have each picture labeled with the name of the appliance and what job it does. Also have the students write what people did before they had appliances.

ACTIVITY #3

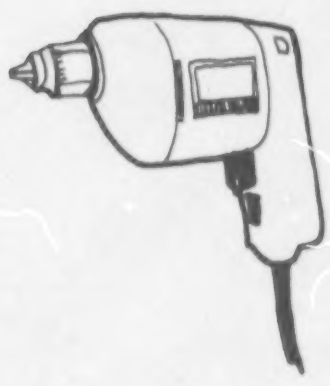
Have the students make reports about the effects that technological developments have had upon our standards of living. Use the Arkansas River navigation system as an example of improved transportation and the Nuclear One plant at Russellville as an example of an improved power source.

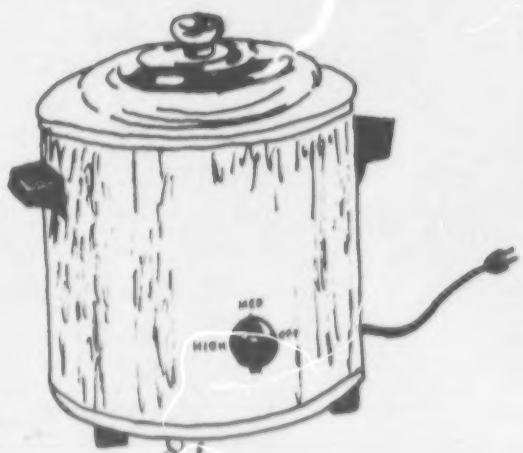
ACTIVITY #4

Film - The Wheat Farmer (State Department of Education)

ACTIVITY #5

Filmstrips - Then and Now - in the United States Series. (Encyclopedia Britannica Film). This filmstrip shows the technological changes in this country.





DECISION MAKING

DECISION-MAKING---CAREER DECISIONS

The purpose of this element is to help students understand the value and the process of rational decision-making, and through practice to develop decision-making skills and to develop a "sense of agency,"--the confidence that what they decide or plan can indeed have an effect upon what happens to them.

The entering student has some understanding of the decision-making process and possesses some decision-making skills. If he is able to understand cause and effect relationships, he is ready to examine the decision-making process. Through career education and supporting school and life experiences, he will develop increasing skills and experience in the rational processes of decision making, practice making decisions, and come to accept the responsibility for the outcomes of his decisions. The career decisions will progress from the very tentative and flexible career decisions to those which are increasingly irreversible or reversible only at some cost of time, effort or money. He should reach a decision which represents a careers direction-setting by grade ten, or early enough to provide for the development of entry-level skill in a career plan prior to school exit. Career decisions are defined as a careers direction-setting, the product of a rational process, a plan for immediate, intermediate, and long-term career development.

DECISION-MAKING CONCEPTS

1. Career choice may determine whether one will be employed or unemployed.

2. Career choice influences almost every aspect of life.

3. Leisure time activities affect career choice.

4. Information about abilities, aptitudes and achievements, and acceptance of this information help individuals make more realistic career decisions.

5. People are free to choose the kind of work they will do. They are also free to spend the income they earn as they choose. The amount of income people earn helps determine the goods and services they buy.

6. Career planning may depend on occupational supply and demand.

7. Ability to make wise decisions now may lead to a more rewarding occupation in later life.

CONCEPT 1: CAREER CHOICE MAY DETERMINE WHETHER ONE WILL BE EMPLOYED OR UNEMPLOYED.

ACTIVITY #1

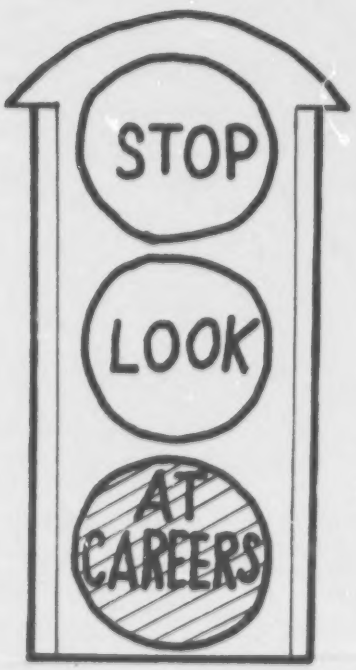
Allow each student to make a poster to feature his favorite career. The poster should contrast the advantages and disadvantages of the career as well as it's educational requirements. The poster could be displayed for the whole class to enjoy.

ACTIVITY #2

Ask the students to write a story about things that can happen if a person fails to do a job he is assigned.

ACTIVITY #3

Have students bring in the "want-ads" sections from newspapers. The class should read the ads and then list the jobs under two categories - those that are in most demand and those that require special training.



CONCEPT 2: CAREER CHOICE INFLUENCES ALMOST EVERY ASPECT OF LIFE.

ACTIVITY #1

Ask each student to think about what he wants as his occupation. The teacher should stress the importance of a realistic goal or choice. Then the students are to find pictures from magazines which best depicts their choices. These are then put on a bulletin board along with the students' photographs. The bulletin board should read, "What Shall We Be?" The students may also write brief summaries of why they chose their careers. The students might prefer to do their own interpretations of their careers with drawings.

ACTIVITY #2

Have the students conduct interviews with at least five people who work at different occupations. (1) Find out why they chose their types of jobs. (2) Ask them if they had special training? (3) Ask if they could choose to do any type of work would the jobs they are doing be their first choices? (4) Find out if they would like to change jobs and what other kinds of work would they consider?

ACTIVITY #3

Have students study the biography of a famous person. Let them discuss the material with each other and answer these questions: (1) Why did this person choose this field? (2) Did someone influence him in school? (3) Did the person have to work hard or sacrifice to realize his ambition?

ACTIVITY #4

Have each student choose a career that is offered by one of the armed forces. Let him/her research material obtained from recruiting stations. Encourage all students to discuss how their choices could influence their lives.

CONCEPT 3: LEISURE TIME ACTIVITIES AFFECT CAREER CHOICE.

ACTIVITY #1

Have students name different occupations which largely permit workers to control their own uses of time.

ACTIVITY #2

Ask the students to choose occupations related to professional sports or show business. Help the students to do research to find out the following information:

1. The training requirements;
2. The income range;
3. The working conditions;
4. The lifestyle as affected by a "glamorous" occupation.

ACTIVITY #3

Let students make lists of leisure time activities that might lead toward careers. For example: Piano Lessons
Dance Lessons
Football Games.

Have students discuss some factors that are necessary for enjoying these activities: money, transportation, spare time, etc.

ACTIVITY #4

Ask students to make lists of hobbies that could lead to careers: making models (aviation), painting (designer), collecting insects (scientist)

CONCEPT 4: INFORMATION ABOUT ABILITIES, APTITUDES AND ACHIEVEMENTS, AND ACCEPTANCE OF THIS INFORMATION HELP INDIVIDUALS MAKE MORE REALISTIC CAREER DECISION.

ACTIVITY #1

Have students write creative stories about how they expect to change when they are grown. Have them include in their stories the reasons for changes they expect.

ACTIVITY #2

Collect socks, cloth and other materials to make puppets from. Let each student make a puppet to represent some type of career. The class can then have a puppet show and dramatize the careers that the different puppets represent. Several puppets in a related occupation could perform together.

ACTIVITY #3

Have a class discussion about the differences and similarities between radio and television.

Let students decide on one type of TV show; and then observe on home TV sets the type of show they chose to develop. The students discuss and share ideas they gained from the observations and then divide all the jobs necessary to the production.

The students could work in groups to make the props necessary for their presentation and to write the script.

After all the parts are rehearsed for the show, the teacher should arrange for the students to visit the media center or for video-tape equipment to be brought to the classroom. The production could be put on the video tape recorder and played back for the students to enjoy.

ACTIVITY #4

Divide the room in three groups: a career research group, a filmstrip-tape recorder group, and a model community art group.

In the career research group provide the students with occupational guides, encyclopedias, and library books about careers. Allow them to select a career and discover what training would be needed for it.

Making filmstrips is a lot of fun. Each student illustrates one frame of the strip with a picture of his career, and then tapes an explanation and the reason for his choice. Upon completion , all the filmstrips and recordings are synchronized for showing.

The third group might begin the construction of a model community where each student creates his own place of business. Tiny trees,

ACTIVITY #4 contd.

shrubs, flowers, street signs, cars, and people enhance the scene. Each student really feels he has contributed to this miniature town and experiences a sense of belonging.

CONCEPT 5: PEOPLE ARE FREE TO CHOOSE THE KIND OF WORK THEY WILL DO. THEY ARE ALSO FREE TO SPEND THE INCOME THEY EARN AS THEY CHOOSE. THE AMOUNT OF INCOME PEOPLE EARN HELPS DETERMINE THE GOODS AND SERVICES THEY BUY.

ACTIVITY #1

Creating a class newspaper is the assignment for a creative writing project. Through this newspaper each student may reveal his choice of careers, express his ideas on education and the world of work, and share his reasons for pursuing such a vocation.

ACTIVITY #2

Let the students determine how the class is going to celebrate the next holiday. Let them make decisions about the time, date, refreshments, entertainment, and who is to be in charge of each.

ACTIVITY #3

Have students read about famous people such as Theodore Roosevelt and Martin Luther King, Jr. Help them to discover any key decisions that affected the career goals of these individuals.

ACTIVITY #4

Divide students into groups of four or five. Let each group be a "family". Tell each "family" that it has a "salary" to spend on things it needs. No play money is needed. Just allow each group a different amount - "Family A" gets $100; "Family B" gets $500; "Family C" gets $275; etc. Families use newspapers or catalogues to shop for items they are assigned to buy like furniture, clothes, appliances, etc. When they have spent their salaries, assign the amounts to different groups.

ACTIVITY #5

"Do You Decide For Yourself?" This activity is designed to develop an awareness of who makes decisions, what decisions are made by the individual, and which are imposed. Begin by letting the students answer and discuss these questions: Which decisions are made for you? By whom are they made? Are any decisions being made for you that you feel you could make for yourself? Are there any you wish you could make for yourself? How do you feel about decisions made for you by others? Do you feel that you make good decisions? Do you decide for yourself?

Arrange for each student to have a copy of this form to use as a personal checklist.

	YES	NO	WHO DECIDED
1. When to go to bed?	____	____	_____
2. What time to eat?	____	____	_____
3. How to spend your allowance?	____	____	_____
4. When to do your homework?	____	____	_____
5. What clothes to wear?	____	____	_____
6. What chores you do at home?	____	____	_____
7. When you do your chores?	____	____	_____
8. When you do assign nts at school?	____	____	_____
9. What time to come home in the evening?	____	____	_____
10. What to do with your free time?	____	____	_____

Let each individual respond to the questions by checking the appropriate answer.

CONCEPT 6: CAREER PLANNING MAY DEPEND ON OCCUPATIONAL SUPPLY AND DEMAND.

ACTIVITY #1

Each student decides on a business he would like to invest in. He selects a location in your town, proves that there is a demand for the product and that the location is suitable. He then presents this information to the rest of the class.

ACTIVITY #2

A study trip could be taken to a local radio station and arrangements made for a resource person from the station to talk to the class. The students could also arrange to display old radios and the records of old radio stars in your school.

For a hands-on experience the students could plan and produce a show appropriate for a radio program. The following decisions would have to be made:

1. The agenda and features to be used (news, weather, sports, interviews, commercials, humor and music);
2. The time alloted;
3. The personnel needed;
4. The props needed;
5. The equipment needed for sound effects.

The students will write their scripts with the approval of the teacher, select their news topics to be emphasized, organize a combo for the music, and dress for their parts on the day of the program. The program could be "broadcast" from behind a screen for the audience to get the effect of a radio production.

ACTIVITY #3

Please check Resources Section for games your students can play.

ACTIVITY #4

Check with your Chamber of Commerce or Arkansas Industrial Development to find out what new industries will be coming to Arkansas in the near future. Use these questions as a guide for getting information:

1. How many people will be employed?
2. Do workers have to have special training?
3. How much education is required for most jobs?
4. Is any working experience needed for some jobs?
5. What is the minimum wage offered?
6. What company benefits are offered?

CONCEPT 7: ABILITY TO MAKE WISE DECISIONS NOW MAY LEAD TO A MORE REWARDING OCCUPATION IN LATER LIFE.

ACTIVITY #1

Read the beginning of a story to the class where the main character has a problem to solve. Have each student write an ending for the story. Discuss different ways to solve the problem.

ACTIVITY #2

Have the class do a creative writing activity: What would happen if the President of the United States decided that in order to save fuel, all lights should be out by 8:00 p.m.?

ACTIVITY #3

Encourage the students to discuss and decide on problems such as:

1. John wanted Tom to go to the river to swim. Tom was not allowed to swim in the river. What do you think was Tom's decision? Why do you think he made that decision?

2. Mary had promised Sue that she would go to the movie with her on Friday. Beth called Mary to invite her to a party on the same night and did not include Sue. Which invitation did Mary accept? Why?

ACTIVITY #4

Decision Bingo - The purpose of this activity is to point out that some decisions are hard and some are easy. Emphasize that a decision that might be easy for one person might be difficult for another. This depends on the person's values.

Directions: The class may play this in one large group or may be divided into five or six small groups. A caller should be appointed for each group. A decision card is read and each player marks his card as to whether it is an easy or hard decision for him/her.

This can be adapted to make one large bingo card on poster board. Let the class discuss and decide whether it is a hard or easy decision. This can be done by voting.

Please see the next pages for the bingo cards and decision cards.

Decision Bingo Card #1

easy	hard	easy	hard	easy
hard	easy	hard	easy	easy
easy	easy	FREE	hard	hard
easy	hard	easy	easy	easy
easy	hard	easy	hard	easy

Decision Bingo Card #2

hard	easy	easy	hard	hard
easy	hard	easy	easy	easy
hard	easy	FREE	hard	easy
hard	easy	hard	easy	easy
easy	easy	hard	easy	hard

Decision Bingo Card #3

easy	easy	hard	easy	hard
easy	easy	hard	easy	easy
hard	hard	FREE	hard	easy
easy	easy	hard	easy	hard
hard	easy	hard	easy	easy

I have 25¢ to spend.	I'm having a birthday party. I can only invite 5 friends.
I'm at the Arkansas state fair, I have enough money for one more ride.	My mother and daddy are having friends over. I can stay at home or spend the night with my grandmother.
I must choose what to wear to school today.	Jennifer walks to school. A man in a car stops and offers her candy and a ride.
I can have pancakes or cereal for breakfast.	Mrs. Jones does not like children in her yard, but my ball just rolled in her flowers.
Mother and Dad have friends visiting. I'm suppose to be getting ready for bed, but I see my new game.	My grandmother is visiting, I want to stay up later.
I'm buying a new school notebook. The store has blue and yellow notebook.	Alan is a new student at school. On the playground some students make fun of him. Should I go play with him.

BEGINNING COMPETENCY

For dinner daddy is taking us out. We can have hamburgers or pizza.	I can carry out the trash and earn 50¢ or let my sister carry it out.
Jackie has 2 dogs, 3 cats, and a bird. He found a dog in the neighborhood. His mother said he could keep it if he wanted to.	After school I can go home with a friend or go swimming at the park.
The teacher has told us to draw a picture of something we like.	At recess my friends divided into 2 groups. One played jump rope and the other played kick ball. Which one should I play.
I can eat a hot lunch in the school cafeteria or bring my lunch.	It is raining and I can either put my raincoat and boots on and go outside or stay in the house.
It is Christmas and the class is planning a party. They can have cupcakes or cookies.	I can clean the erasers and chalkboard with a friend or listen to a story.
I can go to a ball practice or go swimming with my friend.	It is my mother's birthday. I have $5.00. I can buy her a necklace for $5.00 or buy some lotion for $2.00 and save the rest for myself.

BEGINNING COMPETENCY---EMPLOYMENT SKILLS

The purpose of this element is to assist students in the selection of an entry into appropriate educational programs and to help them evaluate continuously their progress in developing salable competencies and skills.

Beginning competency is related to the student's ability to make tool and process applications. The entering student already possesses some beginning competency in applying tool and process applications. Tool applications are defined broadly to include "all of the ways in which man extends his behavior" (Bruner, 1960). Man extends his ideas over time and space by the use of written communication, the telephone, paintings, photography, and by building devices. He extends his senses by the use of microscopes and telescopes, his physical capability and capacity by the harnessing of energy and the using of tools. Man engages in process applications by imitating sequences of individual or group activities or creating new sequences of activities to accomplish tasks. Career education provides opportunities for the student to participate in tool and process applications in order to provide for employment skills. Additionally, this development will feed into other elements of career education, such as career identity, self-identity, and economic understanding.

Beginning competency is most easily translated as job preparation skills. As elementary and middle school teachers, our basic responsibility is to teach reading, writing, and arithmetic.

BEGINNING COMPETENCY CONCEPTS

1. People work for various rewards of behavior.
2. Any productive worker should be respected.
3. Some relationship may be seen between education, work, and leisure time.
4. Workers are more useful and in greater demand if they have had training and experience.
5. Performance on the job is related to a basic education.
6. Self improvement must be continuous as it is closely related to job performance.
7. Certain attitudes and behaviors help the individual to find and keep a job.

CONCEPT 1: PEOPLE WORK FOR VARIOUS REWARDS.

ACTIVITY #1

Assign students to write paragraphs about why people work; the various skills needed; why people are interested in their jobs; and rewards people get for working.

ACTIVITY #2

Ask pupils their ideas of the reasons people work. Show the filmstrip, "Why Do People Work?", Visual Education Consultants. Ask if the students have any comments to make about the filmstrip. Are the comments different from the ones made before showing the filmstrip?

ACTIVITY #3

Students may interview family members about their jobs. Let the students make questionnaires to explore the various reasons why parents work and the benefits derived from work. The questionnaires should include questions about career choices, training, fringe benefits; and other rewards the jobs offer.

ACTIVITY #4

Help students investigate how animals are trained. Topics could include:

1. The circus animals
2. The rodeo horses
3. Bird dogs
4. Talking parrots and mynah birds
5. Seals and porpoises
6. Lassie.

ACTIVITY #5

Ask volunteer workers in your community to visit your classroom and tell about the work they do and the rewards they receive. This activity is particularly effective if several volunteers could come at the same time. Hospital candystripers, volunteer firemen, blood donors, Red Cross workers, church organizations and the Senior Citizens are just a few sources of volunteers.

CONCEPT 2: ANY PRODUCTIVE WORKER SHOULD BE RESPECTED.

ACTIVITY #1

Have a class committee to interview workers that are building homes or businesses in your area. The workers should describe the advantages and disadvantages of their work. Tape the interview to share with the whole class.

ACTIVITY #2

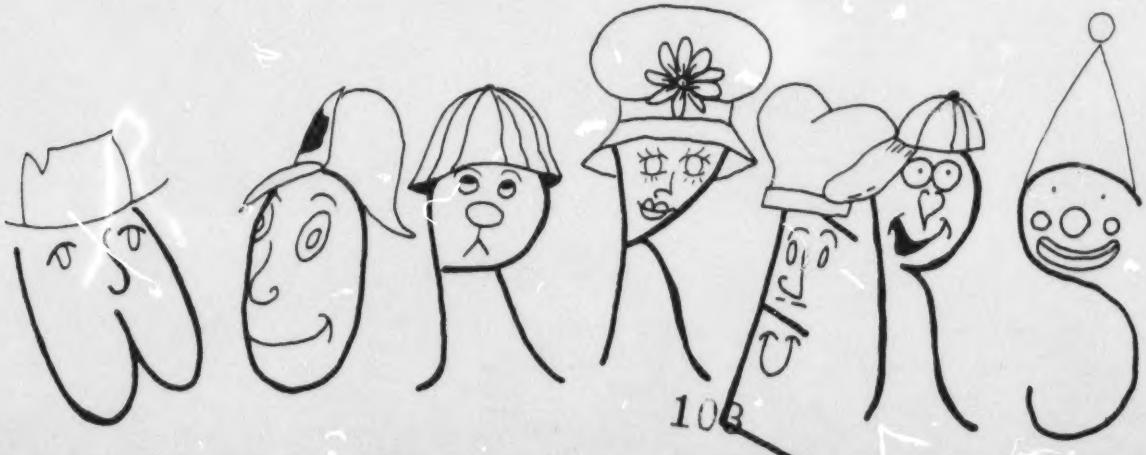
Ask students to tell of the experiences they have had with flat tires on their bikes, etc. State that most communities have needs for service station attendants. Have the students pantomine activities such as cleaning windshields, repairing flat tires, or similar tasks. Make a guessing game out of the activity by letting the one who guesses the right activity pantomine the next. Have students create stories about the service station attendants and illustrate them with original drawings (these could be in cartoon form). Students could also bring real models of various things used around a gas station or make the models from clay or styrofoam for display.

ACTIVITY #3

Let students tell about chores that they have done. Feelings about how they liked or disliked the job have much to do with the way the jobs were finished. Did doing the job help someone? Would they do the job again? Point out that all honest work is good and that the worker should do his best.

ACTIVITY #4

Ask students to name the many tasks that are done at their homes each day. Put them on the board as they are called. Then go back over the list one by one and ask the students to discuss what would happen if the tasks were done carelessly or not at all. For instance, someone must prepare breakfast each morning, but suppose that one day breakfast was only a glass of water or either all the food was burned? Suppose no one paid the gas or electric bills - what happens? The home scene offers a great source of materials to use in teaching this concept.



CONCEPT 3: SOME RELATIONSHIP MAY BE SEEN BETWEEN EDUCATION, WORK, AND LEISURE TIME.

ACTIVITY #1

Each student will select a worker in the community to interview and study. An account of the worker's daily activities will be reported to the class. The report should include the worker's responsibilities on the job; the training required for the job; and the way the worker spends his leisure time.

ACTIVITY #2

Using the story problems from your current mathematics series, the importance of learning math skills can stressed to the class. The students must also be made to understand that their abilities in English and Reading Comprehension are also relevant to solving these problems.

ACTIVITY #3

Have the students relate a particular academic skill to the requirements of at least three different occupations.

ACTIVITY #4

Tell each student to make a list of hobbies and types of recreation he or she enjoys. When the list is complete, have the student put a check mark by each item on the list that costs money.

Then ask the students to consider where that money came from. Was it a gift? Did someone have to work for it? If someone worked for it, what kind of work did they do? What training was necessary in order for them to earn the money?

This activity can be modified many ways to help students see the relationships between educational requirements, work skills and leisure time.

CONCEPT 4: WORKERS ARE MORE USEFUL AND IN GREATER DEMAND IF THEY HAVE TRAINING AND EXPERIENCE.

ACTIVITY #1

Have students select job-listings in the daily newspaper. Then have them do research to learn the skills, education or training needed for the jobs selected.

ACTIVITY #2

Set up a classroom flea market where students may bring articles from home to sell. Have buyers and sellers keep records of earnings and spendings. Use calculators to check for accuracy.

ACTIVITY #3

Paper Bag Game - Have students collect magazine or newspaper pictures of various occupations. Place the pictures in a grab bag. Have the students "grab" a picture from the bag and describe responsibilities related to the job that is pictured. Be sure they discuss the importance of the occupation to your community.

ACTIVITY #4

Ask the students to name a toy, game or piece of athletic equipment that was a favorite of theirs but got broken and had to be fixed. Have the students tell who they got to repair the items. Use these questions as a guide:

1. Was it someone who knew how?
2. How did you know that the person could fix it?
3. Couldn't just <u>anyone</u> have fixed it for you?
4. Can you fix it yourself next time it breaks?

CONCEPT 5: PERFORMANCE ON THE JOB IS RELATED TO A BASIC EDUCATION.

ACTIVITY #1

Save cereal boxes, empty vegetable or juice cans, egg cartons, milk cartons, dried food packages and Kleenex boxes, etc. Bring these items before the students and ask them to list the items on their papers. Ask them to write what they think the cost of each item is. Permit them to discuss the costs if desired. After each item has been discussed ask the class to total their columns. If an adding machine is available place in it the items' actual costs and strike a total. Sales tax may also be figured by upper level students. Rewards may be used for students closest to figuring the actual cost.

ACTIVITY #2

Take a field trip to a neighborhood grocery store. Give students shopping lists and have them price the items on their lists. (No actual purchases would be made and the store manager should have made arrangements with his staff so they would be aware of it.)

After returning to school, discuss the amounts the students "spent" and the skills they used to do this assignment. If a local grocery store is not available then newspapers can be used and the "shopping trip" can take place in the classroom.

ACTIVITY #3

Direct the students to list some people they know by the jobs that they have. Also have the students list the amount of education that they think each worker has had.

Then ask the students to check with the workers to see if the amount of education credited to them is accurate.

This can lead to a healthy discussion of how important a basic education is to job performance.

ACTIVITY #4

Write three headings on the chalkboard:

SKILLED MORE SKILLED HIGHLY SKILLED

Ask the students to call out the names of occupations and to tell under which heading they are to be written. For example, auto mechanic goes under MORE SKILLED; astronaut under HIGHLY SKILLED; and window washer under SKILLED.

After several occupations have been properly placed, lead the students into a discussion of the differences in the training of the workers. Then help the students to understand the similarities in the training; i.e., basic education skills they all learned in elementary school.

CONCEPT 6: SELF IMPROVEMENT MUST BE CONTINUOUS AS IT IS CLOSELY RELATED TO JOB PERFORMANCE.

ACTIVITY #1

Have students write lists of occupations that they think they are qualified to perform with the skills that they now possess.

ACTIVITY #2

Make a bulletin board pertaining to various types of work. Discuss the basic skills needed for each occupation and relate those skills to your classroom activities. (Skills of reading, writing, and math will have more meaning if students understand the need for these skills.)

ACTIVITY #3

Counting Buttons Game: Let each student get a handful of buttons. Instead of "rich man, poor man, beggar man, etc.", the student says rhyming career names for those words. Whenever a student stops counting, he tells as much about that job as he can. Be sure he lists the duties and training needed for that particular career also.

ACTIVITY #4

Make a bulletin board or display using, some pictures that show the stages a child goes through before he/she learns to play ball or jump rope. Help the students to understand:

1. That one skill is built on a previous skill learned;
2. That practicing one's skills is necessary toward learning new skills; and
3. That is makes a person happy to be able to do <u>something</u> well.

EMPLOYABILITY SKILLS

CONCEPT 7: CERTAIN ATTITUDES AND BEHAVIOR HELP THE INDIVIDUAL TO FIND AND KEEP A JOB.

ACTIVITY #1

Set up a classroom business where something is made, such as pot holders, greeting cards, or pillows. Let students work at various jobs involved with production where they learn they must be on time and develop good work habits in order to make a product of good workmanship.

ACTIVITY #2

Shadowing - Assign students to visit parents or friends on their jobs to see how those individuals must perform in order to keep their jobs.

ACTIVITY #3

Allow students to choose jobs within the classroom they would like to do for one day. Be certain that they understand they can be replaced if they behave badly and/or do not carry out their responsibilities completely. Evaluate the students' work at the end of the day. Point out that proper attitudes helped them keep their jobs all day.

ACTIVITY #4

Survey the students to find any that throw paper routes or have older siblings who do. Find out what attitudes and behaviors are necessary for that job.

ACTIVITY #5

Ask each student to ask their parents who work outside the home what attitudes and behaviors are necessary for them to keep their jobs? What attitudes and behaviors are forbidden?

EMPLOYABILITY SKILLS---CAREER PLACEMENT

The purpose of this element is to assure that every student, at the time of leaving or graduating from high school, will be placed according to his career plans in an entry level job or apprenticeship, a junior college or technical school, a senior college or university, or in the armed forces.

The element employability skills is concerned with locating and obtaining career placement both on an initial and an advanced basis. Employability skills also deal with developing group participation, other social-relation awareness and skills, and skills related to worker adjustment.

EMPLOYABILITY SKILLS CONCEPTS

1. A positive attitude toward one's self and the world of work is essential in finding and keeping a job.
2. An awareness to the practical realities of the world is necessary.
3. Acquiring proper skills helps the individual secure a desirable job.
4. Trained workers are an attraction to economic development.
5. Many skills are transferable.
6. Work skills needed in most occupations (human relation skills, work attitudes, and computation and communication skills) should have preference over skills needed in a particular occupation.
7. The individual should learn to adjust to rules and regulations of his job.

CONCEPT 1: A POSITIVE ATTITUDE TOWARD ONE'S SELF AND THE WORLD OF WORK IS ESSENTIAL IN FINDING AND KEEPING A JOB.

ACTIVITY #1

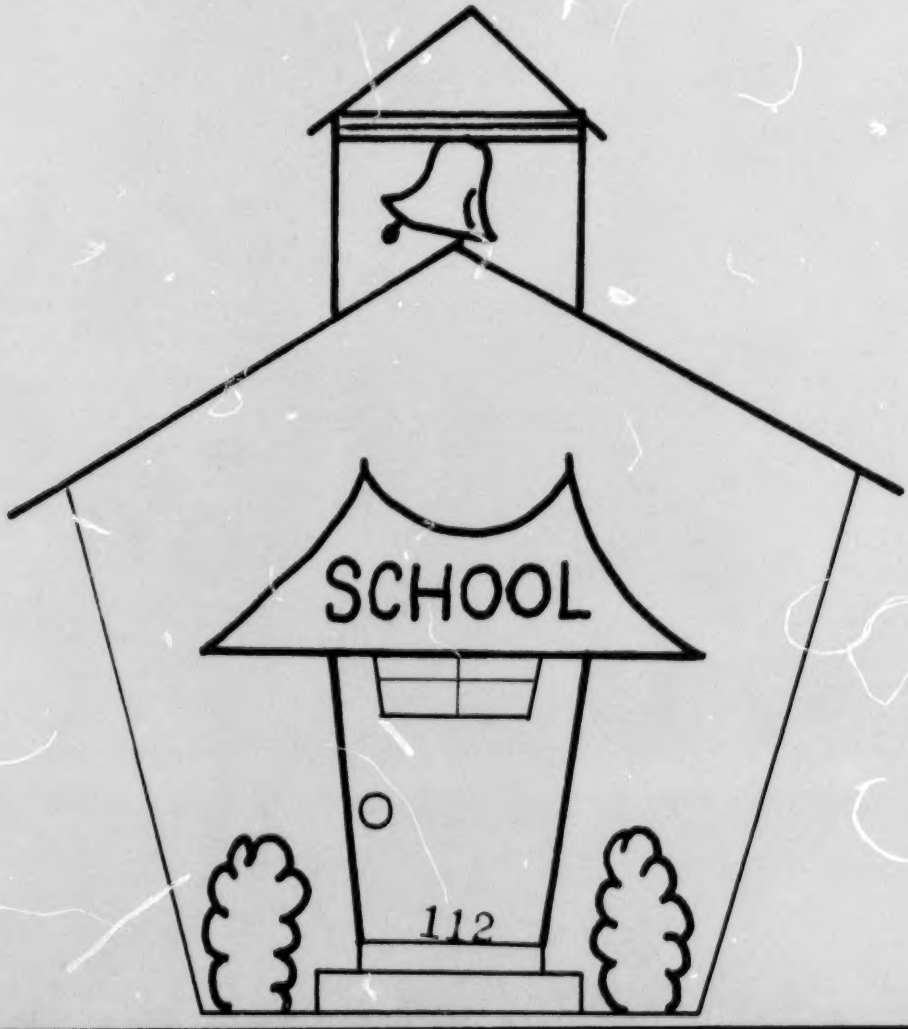
Make use of the Popeye Kit (tapes, cassettes, posters, comics) to learn about employment skills for newspaper work, comic strips, etc. (See Resource Section)

ACTIVITY #2

Invite the school counselor to serve as a resource person to advise students. This would be an excellent opportunity for pupils to learn about themselves and begin developing a positive attitude.

ACTIVITY #3

Craft Shop - Allow students to work at simple crafts such as, paper mache' or yarn pictures. Have a progress chart to keep a check on the quality of work produced. When a student's product shows high quality, that student is qualified to become supervisor of a group in "crafting".



CONCEPT 2: AN AWARENESS TO THE PRACTICAL REALITIES OF THE WORLD IS NECESSARY.

ACTIVITY #1

Secure order forms from a local school supply company. Fill out an order form for class items needed. Total the cost and weights. Determine the tax and final cost of the items to be ordered.

ACTIVITY #2

Use these two topics as the basis for acquainting your students with the realities of the world they live in. Written reports, murals, skits, etc., are just a few of the ways students could interpret the sub-topics.

"Working in Our Country"

1. Working Together at Home.
2. Working Together on a Farm.
3. Earning and Spending Money.
4. How Things Get to Stores.

"Cities and Faraway Places"

1. In Towns, Cities, and Faraway Places.
2. Roads That Help with Work.
3. Faster Ways of Traveling.
4. Magic Stores in Magic Lands.
5. Market Days and Market Ways.

ACTIVITY #3

Provide several situations during the year where students could take turns being leaders and followers.

ACTIVITY #4

Contact the managers or personnel directors of a few agencies, businesses or industries in your community. Ask them to give you a list of some of the reasons why their employees have been fired. Give this information to your students for their comments and discussion. (At no time, of course, must the names of the employees be used in connection with this activity.)

CONCEPT 5: MANY SKILLS ARE TRANSFERABLE.

ACTIVITY #1

Make a poster board "rotating wheel" labeled with the names of classroom activities such as watering plants, feeding fish, cleaning erasers, etc. Have the pupils list the skills needed for each activity. Pupils can fill out application forms listing the individual skills.

ACTIVITY #2

The students could work with an atlas either individually or in groups of two. They should become accustomed to recognizing various symbols and the accuracy of reading directions.

Students should also use the index to find different places throughout the world, learning the population, physical terrain, rainfall and climate during the various times of the year.

Students should make reports on various cities and countries of the world to include some of the things previously mentioned. By studying the atlas and becoming proficient in reading it some of the children may become interested in making maps (cartography); working as a guide for a resort center; or working for the state in giving tourist information. All require the proficient use of maps and atlases.

ACTIVITY #3

Let your students make a class directory that would contain their names, addresses, and birthdates.

Review the rules of capitalization and punctuation. Students should recognize the importance of these skills in the world of work.

ACTIVITY #4

Ask students to help you list on the chalkboard some athletic things that they have mastered and the skills they use for these accomplishments. Make a second list of the skills and accomplishments of an average first grade student. Compare the lists. Ask why the first grade list is shorter.

CONCEPT 6: WORK SKILLS NEEDED IN MOST OCCUPATIONS (HUMAN RELATION SKILLS, WORK ATTITUDES, AND COMPUTATION AND COMMUNICATION SKILLS) SHOULD HAVE PREFERENCE OVER SKILLS NEEDED IN A PARTICULAR OCCUPATION.

ACTIVITY #1

Make a bulletin board collage of pictures which will portray skills needed for certain jobs. Add to the bulletin board daily the pictures that students bring to class. Students may study the pictures and discuss the many skills needed for employment. Example: Fireman--skill in using equipment.

ACTIVITY #2

Five occupations within the cluster of communications are used: sports announcer, disc jockey, photographer, writer, and interviewer.

Ask each student to fill out a job application giving his name, age, sex, and other information. Job assignments can be made as follows:

1. Interviewer - a ten-minute taped interview with Robert Redford.
2. Photographer - several student-made pictures depicting one sequence of events.
3. Sports writer - a ten-minute taped interview with a high school athlete.
4. Writer - write a story or poem.
5. Disc jockey - a twenty-minute tape of news, weather, music, advertising.

When the group is ready, the production can be presented to the other students. Then a second "crew" creates a production, and so on until all students have a chance to take part.

ACTIVITY #3

To correlate career information with language arts, ask students to write original poems that relate to their career interests. Encourage students to share their poems with the class. The following is an example of the work done by one student.

CAREERS

Let's take a look, our future to see.
What kind of worker would you like to be?
I'd like to be a doctor and help all of mankind.
It might be for wounds or maybe the mind.

You could be a surgeon or maybe a physician,
But every doctor should fit his position.
You could be a psychiatrist and help people understand
There are things you can't do and things you can.

ACTIVITY #3 contd.

You could go overseas and help the boys who fight
For sure, theirs is a very sad plight.
You can help the needy, you can help the poor
Whether it's a big wound or just a little sore.

Without a job the world would be a bore,
But with jobs, the world is doing more and more.

Fine Arts & Humanities

Potter
Dancer
Architect
Choreographer
Museum Guide
Interior Designer
Sculptor
Stage Hand

CONCEPT 7: THE INDIVIDUAL SHOULD LEARN TO ADJUST TO RULES AND REGULATIONS OF HIS JOB.

ACTIVITY #1

Ask a personnel manager to talk with the class to discuss what he looks for when he hires an individual for a job. Ask him to consider the following things in his presentation:

1. The way the person is dressed.
2. How easily he/she meets people.
3. How friendly he/she is.
4. The individual's manners.
5. His/her attitude.
6. What he/she knows and how well he/she can do it.

ACTIVITY #2

Students write an amusing story about what might happen when someone is always late for work.

ACTIVITY #3

Students draw a cartoon or comic strip to show what could happen when school regulations are broken. Example: Henry staying after school because work is not finished.

ACTIVITY #4

Encourage the students to discuss a TV show that has a plot influenced by rules and regulations (Hogan's Heroes, Gomer Pyle, Movin' On, Medical Center, etc.). Help students discover the ways the TV characters are affected by the rules and what are the consequences if the rules are disobeyed? How do regulations affect TV quiz show contestants?

ATTITUDES APPRECIATION

ATTITUDES AND APPRECIATIONS---SELF-SOCIAL FULFILLMENT

The purpose of this element is to assist students in their career development so that they are able to anticipate changes in themselves and their environments and will be able to continue to plan and carry out personally satisfying and productive pursuits throughout their lives.

The element, attitudes and appreciations, was included as a means of focusing attention on the affective component of career education. Through career education and its supporting systems, the individual should develop an internalized value system which includes a valuing of his own career role and the roles assumed by others. These appreciations and positive attitudes toward his own career role and the roles of others in the society should lead to active and satisfying participation as a productive citizen and thus provide for both self-fulfillment and social fulfillment. Self-social fulfillment is defined as the internalization of a value system which motivates the student toward becoming a self-actualized, self-fulfilling member of the world of work with appreciations for his own role and the role of others.

The broader concept of career education includes, in addition to career guidance, the academic and vocational preparation to provide students the skills and compentencies needed to carry out successfully their plans and decisions in the world of work.

As a part of career education, career guidance focuses upon the development of self-understanding, the knowledge of career options,

and the ability to make personal plans and decisions. The overall goal of career guidance is to help students develop career maturity through acquiring knowledge, skills, and competencies necessary to the performance of their life roles in a changing and complex society.

ATTITUDES AND APPRECIATIONS CONCEPTS

1. Work, money and life-style are interrelated
2. Work provides a source of self-identity; (People tend to introduce themselves by telling about their occupations).
3. The environment and one's ability to interact with it influences career development.
4. An understanding and acceptance of self is important throughout life. (This includes knowledge of their strengths and weaknesses.)
5. All persons have dignity and worth. (It is the worker, including his attitudes and the way he does his work who brings dignity to the job.)
6. Acceptance of the uniqueness of the individual is necessary to understand how persons differ in their interests, abilities, attitudes and values.
7. One must understand personal characteristics as they relate to aspirations, education, occupations, and leisure pursuits.
8. One must demonstrate positive attitudes toward work and work-related habits.
9. Cooperating and getting along with people is related to success in work.
10. One must accept responsibility for personal behavior.
11. The importance of personal flexibility in a changing society must be understood.
12. Job characteristics continually change as society changes.

CONCEPT 1: WORK, MONEY, AND LIFE-STYLE ARE INTERRELATED.

ACTIVITY #1

Plan a mock banquet in honor of "Employees". Establish the criteria for honoring them such as the number of years with the company, the highest in sales, the best suggestions for promotional contests, contributions made to the community, etc.

Students will invite "guests", plan menus, estimate costs, choose the accomodations, and plan the program. The banquet could be held in the classroom after all the arrangements are made.

ACTIVITY #2

Investigate some of the industries and businesses in your community to find out what awards are given for working at their companies. Assign a group of students to find out what the incentive plans are and report on the benefits offered through these programs.

ACTIVITY #3

Work with your students in developing an award system to use in your classroom. Information about behavior modification would be very helpful for them to use as a reference.

ACTIVITY #4

Contact your Home Demonstration Agent and have her come to visit your class. Ask her to please discuss one or more of these topics:

1. Budgeting the family income.
2. How to economize with canning and sewing.
3. How to save on home decorating.
4. How to elevate your life-style on the income you make.

Your county agent could also be asked to visit your class and discuss similar topics.

CONCEPT 2: WORK PROVIDES A SOURCE OF SELF-IDENTITY: (PEOPLE TEND TO INTRODUCE THEMSELVES BY TELLING ABOUT THEIR OCCUPATIONS).

ACTIVITY #1

Have the students prepare a report on some famous persons in the national or world news. Many students will already have some persons in mind but it may be necessary to prepare a list just in case they have trouble deciding on people to report about. Show how their work helped to make them famous.

ACTIVITY #2

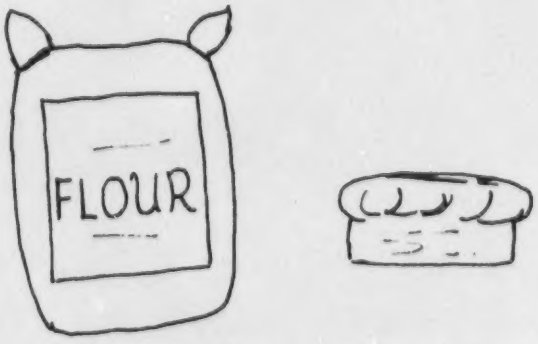
Direct students to write simple riddles about people and the jobs they hold. The students can take turns reading and guessing each other's riddles. For example:

I can be a man or woman.
I work sometimes during the day
And sometimes at night.
Being clean about everything is part
Of my work. What do I do?

Answer: custodian

ACTIVITY #3

Organize a research project for your students where they will get information on the origin of family names. The media center specialist can be a great help and perhaps could borrow books from other sources if necessary. Help students understand that many of their own names originated from the type of work their ancestors did. For instance, in ancient times, the name "Baker" was given to a person who made bread.



CONCEPT 3: THE ENVIRONMENT AND ONE'S ABILITY TO INTERACT WITH IT INFLUENCE CAREER DEVELOPMENT.

ACTIVITY #1

Discuss a particular task each child has to do at home. Is the task difficult? Is it a pleasant task to perform? Does he feel good about the task after he has finished it? Does he feel he performs the task well? Is the task too easy for him? Why does he feel as he does?

ACTIVITY #2

Help your students understand that a person's ability to do a job well depends upon how well he has achieved in other areas. To show students how these areas interact and influence career development, the following questions could be asked:

1. Why would a printer have to know how to read?
2. Is it necessary for a telephone operator to know how to listen? Why? What are the problems that might occur if he/she doesn't know how to listen?
3. If a person wants a job and wants to find a job listed in the newspaper but can't read, what problems might he have? What can he do to find what jobs are listed?

ACTIVITY #3

Compare responsibilities that students have today with the responsibilities they would have had in pioneer days. What careers developed from these environments of the past? Compare careers that evolved. Which time period proved more interesting? Which time period presented the most problems? Which period made possible more career choices?

CONCEPT 4: AN UNDERSTANDING AND ACCEPTANCE OF SELF IS IMPORTANT THROUGHOUT LIFE. (THIS INCLUDES KNOWLEDGE OF THEIR STRENGTHS AND WEAKNESSES.)

ACTIVITY #1

Have an Appreciation Day. Sometime during the year have an "Appreciation Day" for each student. Have others make positive comments to and about the person being honored. Make a poster about the person. Invite the person's parents to visit the school on his/her Appreciation Day.

ACTIVITY #2

Ask each student to divide a sheet of paper into two columns. At the top of the left column, place the title "Things I Do Well" and at the top of the right column, place the title "Things I Don't Do Well".

Direct students to list as many things as they can think of that they do very well and place them in the appropriate columns. Then, list the things they don't do well and place them accordingly.

Discuss all the things they do well first and the reasons for doing them well. After this a discussion can take place concerning the things they don't do as well. Ask them to see if they can find reasons for the things they don't do well. How can they improve on these area problems? Individual students may wish to make a list of the things they might do to help solve their problems.

ACTIVITY #3

Instruct students to make a chart entitled, "I Like Me Because . . .". List reasons on charts as to why students like themselves. Correlate with an art project in which students draw themselves. Exhibit charts and attach self-portraits to the charts for pleasing displays. Omit names from the front of the art work and charts. Have students guess which exhibits belongs to which students.

CONCEPT 5: ALL PERSONS HAVE DIGNITY AND WORTH. (IT IS THE WORKER, INCLUDING HIS ATTITUDES AND THE WAY HE DOES HIS WORK WHO BRINGS DIGNITY TO THE JOB.

ACTIVITY #1

Use the following in leading a discussion about tasks.

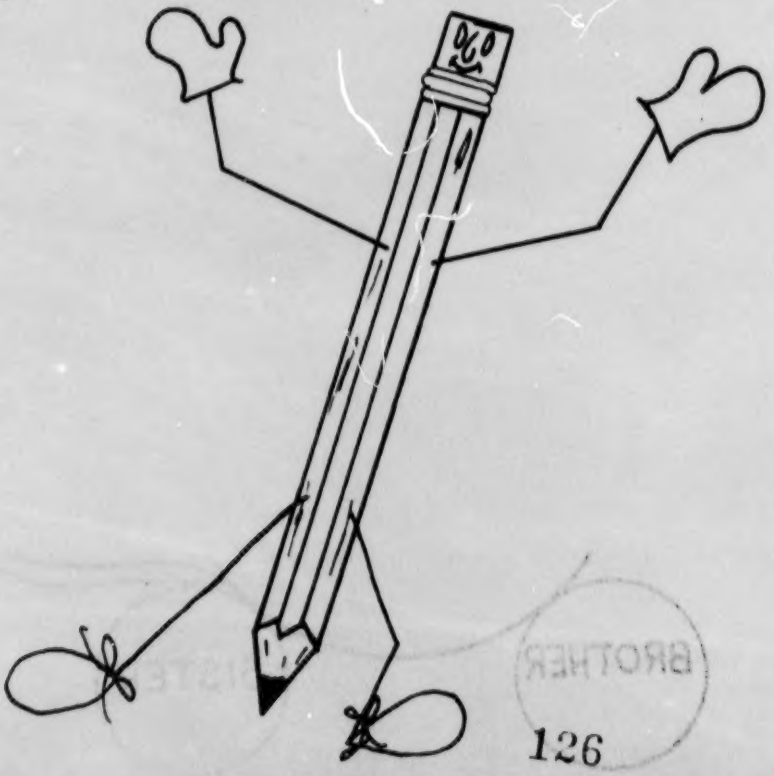
1. Discuss the definition of a task with the students.
2. What tasks are the students responsible for at home and why are these tasks important? To whom are they important?
3. Are the tasks they do at home of benefit to anyone? Do the students themselves benefit from the tasks they do?

ACTIVITY #2

Direct the students to prepare a bulletin board. Use pictures from magazines and arrange them in a collage. The pictures should represent all types of work that the students have seen in their own community. Stress the importance of work and that all who work are important to the welfare of the community.

ACTIVITY #3

Instruct each student to secretly choose one classmate to observe for one week. Each student should notice the different attitudes he sees displayed by the person he chooses. These attitudes should be written on sheets of paper but no names put on it. At the end of the week, the sheets of paper should be displayed on a bulletin board. All the students could try to guess which of them was described by which papers.



BROTHER

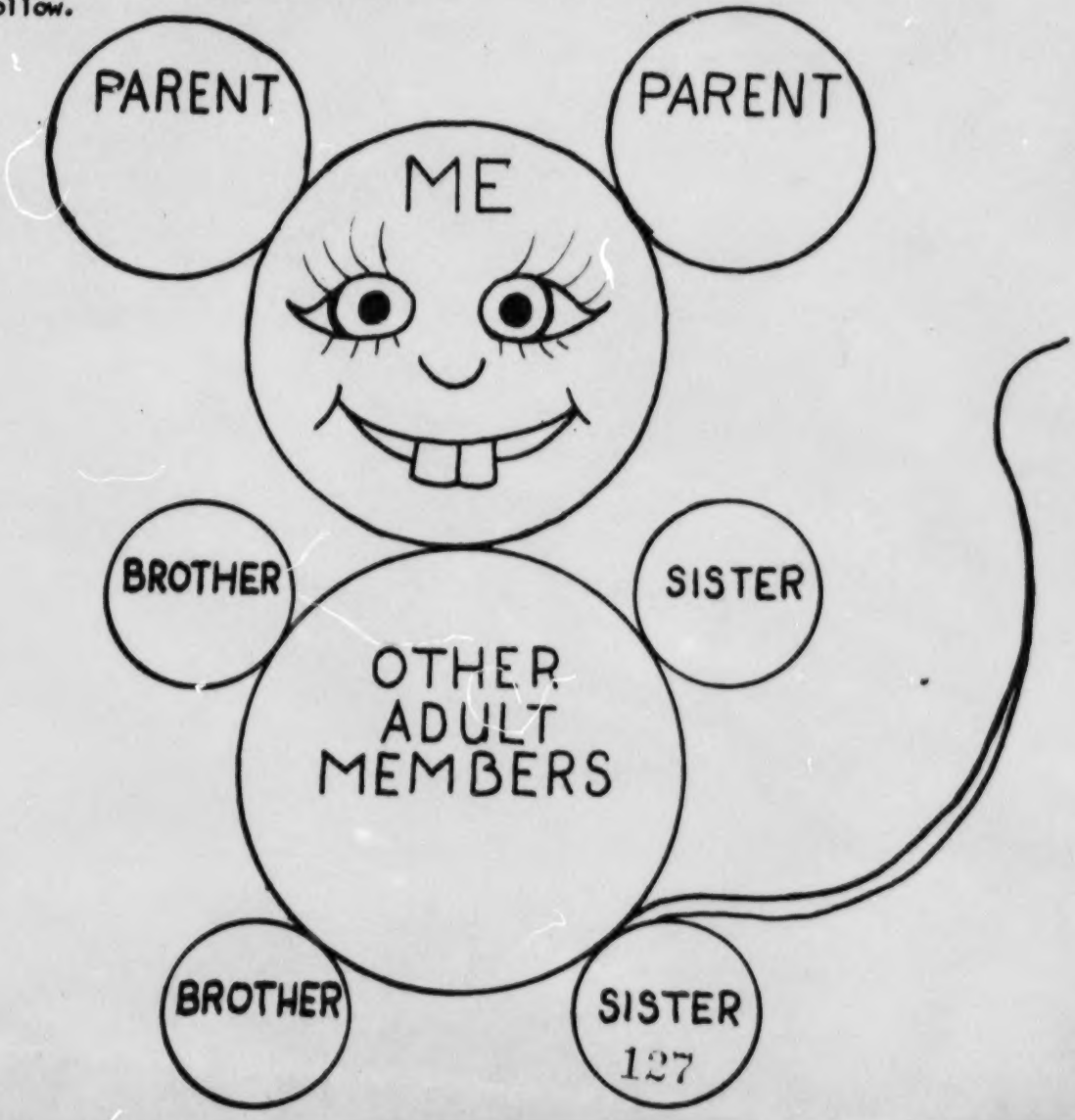
CONCEPT 6: ACCEPTANCE OF THE UNIQUENESS OF EACH HUMAN BEING IS NECESSARY TO UNDERSTAND HOW PERSONS DIFFER IN THEIR INTERESTS, ABILITIES, ATTITUDES AND VALUES.

ACTIVITY #1

Ask the students to make lists of the classroom activities they like and those they don't like. When the lists are complete, have a discussion about the ways that attitudes influence our likes and dislikes.

ACTIVITY #2

Make a "family mouse". Cut four circles of the same size and four smaller circles. Let the head represent the student preparing the mouse. Direct each student to list his own interests on the mouse's head. The ears can represent adult members of the family, as well as the body and the arms and legs can represent brothers and sisters. Each family member's interests are to be listed on the piece selected. After the mouse is completed, a discussion of interests and abilities can follow.



CONCEPT 7: ONE MUST UNDERSTAND PERSONAL CHARACTERISTICS AS THEY RELATE TO ASPIRATIONS, EDUCATION, OCCUPATIONS, AND LEISURE PURSUITS.

ACTIVITY #1

Set up a mock society in the classroom. The students must decide each of the occupations and services that must be included in this society. Each student must also decide just exactly what his particular role in this society will be. He must decide on an occupation and then must list the advantages and disadvantages of his role in this society.

ACTIVITY #2

Let the students prepare a mural to represent the community as they see it. Include any projected plans the city has proposed for improvements, new buildings, industries, and recreational activities.

ACTIVITY #3

Build a miniature community. Encourage participation from each student in the class. Each student should build or make his part in secrecy. On the day the community is assembled all students can see how different their contributions are.

ACTIVITY #4

Invite someone from your city government to visit your classroom. This person could tell the students about the plans for improving services to the citizens. Suggest that the resource person also mention:

1. Why improvement is necessary.
2. The projected cost.
3. Where will the money come from?
4. How will the plans affect the students' lives?

CONCEPT 8: ONE MUST DEMONSTRATE POSITIVE ATTITUDES TOWARD WORK AND WORK-RELATED HABITS.

ACTIVITY #1

Prepare a list of words that describe attitudes such as:

Sullen	Jealous
Possessive	Angry
Selfish	Conceited

Ask several students to exhibit these different attitudes (if they are willing) and really exaggerate. Discuss whether these attitudes would be acceptable at work. Do the students think that employers would keep people in their employ who display these attitudes? Do they think that perhaps people with attitudes such as these would be considered for advancement or a promotion?

If attitudes are unacceptable at work would people with these characteristics probably keep or lose their jobs? What kind of work do the students think people with attitudes such as these would most likely do? Discuss at length some of the possible consequences.

ACTIVITY #2

Career Train - Make a train for the bulletin board. Label the cars with desirable work attitudes. Discuss positive attitudes needed now and for the future. Write a choral reading with verses relating to cars of the train.

ACTIVITY #3

Useful work is appreciated by others. Ask students to volunteer to help another person without being asked or told to do it. Discuss how this made the other person feel. This discussion could lead to doing school work without being constantly reminded, or to workers on a job doing what they are supposed to do without being told.

ACTIVITY #4

Discuss what the two words, positive and negative mean in relation to attitudes. Discuss the meanings of optimistic and pessimistic as related to attitudes. Ask if any people who the students come in contact with have ever displayed these attitudes. Choose students to role play several situations in which these attitudes are evident

CONCEPT 9: COOPERATING AND GETTING ALONG WITH PEOPLE IS RELATED TO SUCCESS IN WORK.

ACTIVITY #1

Pantomimes are favorites of many students. Ask several members to pantomime some occupations for the class. Procedures must be brought into focus. Use the ideas of a typing pool; a rug-cleaning service, (something that includes movement to make it easier for the rest of the students to guess); or a swimming instructor and students. Be sure that in each pantomime there is one student who does not follow the proper procedures and makes things difficult for others. Do this in order for the rest of the class to see what the consequences might be.

ACTIVITY #2

Define assembly-line production. Organize a class project in which this type of procedure is necessary for ultimate success. Several items can be made very easily: assembling booklets; preparing nametags; making tissue flowers; plaster molds; miniature scenes; plastic model kits, etc. Whatever project is decided upon, the teacher should secretly arrange for one or two students to be totally uncooperative.

Discuss the incidents that occur. Have students identify the goods and services that people working together have provided for your community. Encourage students to discuss the responsibilities of different workers in local businesses.

ACTIVITY #3

Buy a jigsaw puzzle that has enough large pieces to provide each student with two pieces. Secretly arrange for one student to be uncooperative for this project. Let students work to complete the puzzle. The uncooperative student will prevent the class from finishing it. Redistribute the pieces and allow all students to work together. Ask the students to compare the results of the two times they worked on the puzzle.

CONCEPT 10: ONE MUST ACCEPT RESPONSIBILITY FOR PERSONAL BEHAVIOR.

ACTIVITY #1

Explain to students that many different occupations require particular policies and procedures. Relate that with each occupation job requirements have to do with the way we dress, think and perform our tasks at work.

Choose four areas of the classroom and let each area represent a separate company. Select four committees to act as the board of directors for each company. Direct them to set up the policies and procedures for each of their independent companies. After the policies and procedures have been carefully set up discuss the differences between the different companies and explore the reasons why the policies must be different for each company.

Be sure the class understands that the policies and procedures must be followed by all who are connected with each company for it to be truly successful. Ask them to describe what possibly could happen if these policies and procedures were not followed.

ACTIVITY #2

Discuss proper personal behavior for the classroom. What are the policies (rules) the students are most anxious to observe for a good classroom atmosphere? Place the rules on poster board for the benefit of all members of the class.

ACTIVITY #3

Elect a student government. Establish party systems and hold campaigns for those interested in running for office. Each candidate must establish a platform and prepare speeches. Discuss with your class the responsibilities of persons who are elected to offices. This should be reinforced with the use of current events.

ACTIVITY #4

Invite a person from your local police department or sheriff's office to visit your class. Ask this person to be prepared to tell the students:

1. The reasons why most people are arrested in your community,
2. The usual penalty or punishment for the offense,
3. What happens if a person won't pay a fine or doesn't want to serve a jail term, and
4. The average age of offenders.

CONCEPT 11: THE IMPORTANCE OF PERSONAL FLEXIBILITY IN A CHANGING SOCIETY MUST BE UNDERSTOOD.

ACTIVITY #1

Use this as a positive attitude check list with the class:

1. Smiles easily
2. Almost never complains
3. Seldom criticizes others
4. Accepts responsibility for mistakes
5. Willing to change his ideas and behavior when appropriate
6. Consider what is good for or helpful to others.

ACTIVITY #2

Discuss different situations that relate to the changing of plans. For example: A family plans a vacation. It is the first vacation the family has had in three years. All last minute details have been taken care of when suddenly, mother falls and breaks her ankle. All vacation plans are immediately stopped.

Ask your students how they would feel if they had to change vacation plans.

ACTIVITY #3

Talk to Senior Citizens about changes that have taken place involving their careers. Ask about their first impressions of the changes. Did the changes benefit them? Were they inconvenienced by them? How do they feel about the changes now that it is long past?

ACTIVITY #4

Ask the students to react to these situations:

1. The students are transported via time machines to the Stone-Age. How can they survive? What skills do they have that will provide them with food, shelter, clothes, and warmth?

2. Some cavemen are transported via time machines to New York City. How can they survive? What skills do they have that will provide them with food, shelter, clothes, and warmth?

CONCEPT 12: JOB CHARACTERISTICS CONTINUALLY CHANGE AS SOCIETY CHANGES.

ACTIVITY #1

Set up a class discussion as to how one job might be related in some specific way to another. Bring out that some parts of one occupation may be interdependent with parts of another occupation. For example: How are the pharmacists dependent upon what happens in a laboratory? What do a scientist's experiments have to do with a pharmacist? How does this affect us? How might it affect the physicians to whom we go for help?

ACTIVITY #2

Define for your students the terms specialization and interdependence. Ask them to list some occupations that are specialized and discuss whether or not they are dependent upon any other occupations they can think of. Relate as many of these occupations as you can to everyday things the students come in contact with.

ACTIVITY #3

Define the terms supply and demand. Help students understand why many people are engaged in some occupations and just a few people in others. Compare the bicycle industry with the helicopter industry. Contrast the number of workers and parts. Discuss the demands for the products.

ACTIVITY #4

Invite some Senior Citizens to your room. Ask them to be prepared to tell the students about the kinds of occupations people had "back in their time"; and the ways the occupations have changed today.

ACTIVITY #5

Contact your Coca-Cola dealer for a film or any other materials that will show the evolution of the soft-drink industry.

JOB CLUSTERS & GAMES

Appendix

It would be impossible to teach about every occupation that is available in our society. Also, you cannot anticipate the jobs of the 1980's and beyond. You should attempt to select examples of occupations that represent broad areas and levels within those areas. A useful tool to help achieve a broad representation of the jobs is called "clusters" by similarity.

This Appendix contains the fifteen areas into which occupations can be divided. Under each title you will find a number of occupations listed but not every occupation that would normally appear here is listed. Therefore, it may be necessary for you to do further research if there are other occupations you wish to explore.

Agri-Business and Natural Resources

Jobs requiring College Graduate or More

Cattle Rancher
Farmer Manager
Food and Drug Inspector
Soil Conservationist
Biologist
Game Biologist
Horticulturist
Entomologist
Geologist

High School Graduate or More

Poultryman
Dairyman
Beekeeper
Turkey Raiser
Sheep Farmer
Miner
Driller (Rotary)
Forester Aide
Quarryman

Less than High School

Feed Mixer Helper
Cotton Compress Operator
Irrigator
Shaftman
Coal Washer
Sheep Herder
Scout
Farm Machinery Operator

Business and Office

Jobs requiring College Graduate or More

Cost Accountant
Purchasing Agent
Sales Manager
Job Analyst
Bank President
Bank Auditor
Personnel Monitor
Programmer
Real Estate Salesman

High School Graduate or More

Teller, Head (Banking)
Insurance Examiner
Receptionist
Bookkeeper
Court Reporter
Data Typist
Accounting Clerk

Less than High School

Cashier
Teller
Payroll Clerk
Console Operator
File Clerk
Stencil-Cutter Operator
Addresser
Taper Librarian
Tabulating Machine Operator

Communication and Media

Jobs requiring College Graduate or More

Engineers:

Electronic	Acoustical
Radar	Sound
Antenna	Telegraph
Television	Division
Radio	Equipment
Audio	Line-Construction
District	Telecommunications Service
Radio Research	Quality-Control

Directors:
- Art
- Music
- Casting
- Location

Musician
Lyricist
Arranger
Announcer

High School Graduate or More

Public Relations Man
Electrician
Costumer
Control Supervisor
Traffic Chief
Control Room Technician Supervisor

Less than High School

Radio Technician
Radio Operator
Book Critic
Copy Reader
Proof Reader
Cartoonist
Crossword Puzzle Maker
Cameraman
Telegraph Man
Braille Proofreader

Construction

Jobs requiring College Graduate or More

Architect
Civil Engineer
Construction Inspector
Draftsman, Civil
Illuminating Engineer
Landscape Architect
Welding Engineer

High School Graduate or More

Carpenter-Labor-Foreman
Plumber
Structural Steel Worker
Rigger
Bricklayer
Electrician
Painter
Bulldozer Operator

Less than High School

Carpentry Laborer
Blaster-Helper
Groundman
Pipe Fitter
Insulation Installer
Laborer, Road
Hod Carrier

Consumer and Homemaking Education

Jobs requiring College Graduate or More

Home Economics Teacher
Therapeutic Dietitian
Food Chemist
Fashion Designer
Textile Chemist
Executive Chef

High School Graduate or More

Restaurant and Coffee Shop Manager
Laundry Foreman
School Food Service
Hotel Housekeeper
Comparison Shopper
Fashion Assistant

Less than High School

Shoe Salesperson
Nurse Maid
Butcher
Furniture Assembler
Car Hop
General Maid
Janitor
Baker
Salad Girl

Environment

Jobs requiring College Graduate or More

Audiologist
Entomologist
Forest Ecologist
Hydraulic Engineer
Weed-Control Supervisor
Range Manager
Mining Engineer
Geographer
Urban Planner
Surveyor

High School Graduate or More

Air Analyst
Exterminator
Fire Lookout
Gamekeeper
Park Superintendent
Milk Sampler
Fire Patrolman
Fumigator

Less than High School

Garbage Collection Foreman
Forest Fire Fighter
Sewage Plant Attendant
High Climber
Campground Caretaker
Septic-Tank Serviceman

Fine Arts and Humanities

Jobs requiring College Graduate or More

Interior Designer
Painting Restorer
Sculptor
Photographer
Drama Critic
Architect
Art Appraiser

High School Graduate or More

Humorist
Display Manager
Musical Instrument Repairman
Dancer
Costume Mistress
Choreographer
Museum Technician

Less than High School

Potter
Parish Worker
Flyman
Museum Guide
Bookmobile Driver
Camera Girl
Stage Hand
Stage Doorman

Health

Jobs requiring College Graduate or More

Head Physician
Surgeon
Medical Officer
Pediatrician
Opthalmologist
Dentist
Sanitarian
Hearing Clinician
Radiologist
Pharmacist
Speech Clinician
Orthodontist

High School Graduate or More

Dental Hygienist
Registered Nurse
X-Ray Technologist
Office Nurse
Medical Record Librarian
Chiropractor
Dental Assistant
Physical Therapist
Public Health Nurse
Industrial Nurse
Psychiatric Nurse

Less than High School

Diet Clerk
Central Supply Supervisor
Nursing Aid
Receptionist
Ambulance Attendant
Home Health Aid
EKG Technician
Surgical Technician

Hospitality and Recreation

Jobs requiring College Graduate or More

Athletic Coach
Zoo Keeper
Professional Athlete
Umpire
Public Relations Manager
Physical Education Instructor

High School Graduate or More

Information Clerk (Travel Bureau)
Travel Counselor
Ticket Clerk
Circus Agent
Bowling Instructor

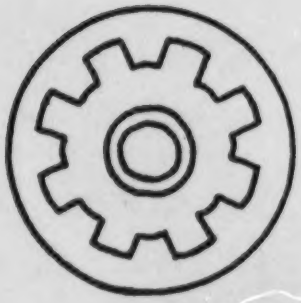
Less than High School

Ticket Taker
Athletic Equipment Custodian
Fortune Teller
Automobile Racer
Show Girl
Usher
Lifeguard
Jockey
Bat Boy

Manufacturing

Jobs requiring College Graduate or More

Manufacturing Engineer
Market-Research Analyst
Chemist
Metallurgist
Safety Engineer
Tool Engineer
Electronic Engineer



High School Graduate or More

Ingot Stripper
Blowers
Melter
Shearman
Wire Drawer
Mill Wright
Photoengraver
Payroll Clerk
Tool and Die Foreman
Diesel Mechanic

Less than High School

Building Custodian
Assemblers
Sprayer
Chipper or Grinder
Hand Molder
Glass Manufacturing Worker
Leather Manufacturing Worker
Ice-Cream Manufacturing Worker

Marine Science

Jobs requiring College Graduate or More

Aquatic Biologist
Marine Geophysicist
Marine Engineer
Hydrologist
Fish Culturist
Marine Draftsman

High School Graduate or More

Frog Farmer
Shellfish grower
Motorboat Mechanic
Alligator Farmer
Fish Farmer
Diver
Dockmaster
Laboratory Chief

Less than High School

Fisherman, pot, trap, spear
Sponge Gatherer
Seal Hunter
Fish Icer
Clam Dredgeman
Kelp Cutterman
Walrus Hunter
Fish Cleaner
Skin Diver
Dockman
Motorboat Operator

Marketing and Distribution

Jobs requiring College Graduate or More

Engineer
Teacher
Store Manager
Supervisor (Foreman, Superintendent)
Broker
Jobber
Accountant

Hich School Graduate or More

Model
Foreign-Language Stenographer
Demonstrator
Auctioneer
Warehouse Traffic Man
Wholesale Field Representative
Bridal Consultant
Exporter

Less than High School

Window Trimmer
Coin-Vending Machine Attendant
Stamp and Coupon Redemption Clerk
Pawnbroker
Peddlers
Routeman
Sales Clerk
Butcher
Delivery Man
Cashier-Checker
Secretary
Typist
File Clerk

Personal Services

Jobs requiring College Graduate or More

Veterinarian
Counseling Psychologist
Weight Reduction Counselor
Marriage Counselor
Child Welfare Social Worker
Food-Service Supervisor

High School Graduate or More

Chef
Short Order Cook
Maintenance Foreman
Barber
Wig Dresser
Embalmer
Tailor
Baker
Specialty Cook
Manicurest
Cosmetologist
Masseuse
Cremator
Electrologist

Less than High School

Day Worker
Housekeeper
Domestic Maid
Butler
Laundress
Yardman
Nursemaid
Valet
Baggage Porter
Janitor
Reducing Salon Attendant
Resort Couple
Camp Attendant
Elevator Operator

Public Service

Jobs requiring College Graduate or More

City Managers
Astronomers
Teachers
Urban Planners
Food Scientist
Geographers
Political Scientists
Architects
School Counselor

High School Graduate or More

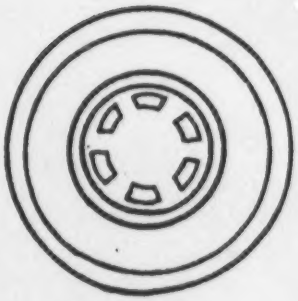
Tellers
Proof Machine Operators
Exchange Clerk
Draftsmen
Surveyors
File Clerk
Lineman
Boiler Operator
Police Officers

Less than High School

Driver
Dispatcher
Postmaster
Derrickman
Rib Builders
Gas Plant Operator
Meterman
Postal Carrier
Water Treatment Plant Operator

Transportation

Jobs requiring College Graduate or More



Supervisor, Terminal
Cable Supervisor
Bus Instructor
Airline Pilots
Navigator
Safety Engineer
Station Engineer, Chief

High School Graduate or More

Truck Driver
Superintendent, Maintenance
Taxi Floor Man
Truck Foreman
Air Traffic Control
Driver Supervisor
Traffic Agent
Pipeline Foreman

Less than High School

Auto Station Attendant
Switch Tender
Checker
Lampman
Line Walker
Porter
Tire Repairman
Taxi Driver

GAMES TO MAKE AND PLAY

1. Puzzles--Cut pictures out of magazines of people in occupation like a nurse, mount on cardboard, liminate if available. Cut the pictures out in puzzle shapes. These can be kept in baggies with a label on it. Book jackets are good sources.

2. Use a coloring book, magazine to find pictures of a carpenter, postman druggist, secretary etc. Mount on poster board in squares. On small individual cards paste a hammer, letter, saw, bottle of medicine, typewriter etc. Match the tools with the trade.

3. Cut out 52 cards the size of a regular deck. Find pictures of tools or trades such as, 4 hammers, 4 policemen, 4 firemen, 4 ladders etc. Past a picture on each card. Deal 6 cards to 4 players. Play the same as books or go fishing.

4. Make a career booklet. Call it "Tools of the Trade". Collect Sears, Penney's or any type of catalog. Label your page with a career. Cut out pictures of clothing, tools etc., that would be necessary for this career.

5. Career Cards Game. Have each child make a card with twelve one-inch squares. Display career books. As students read they become aware of workers needed in society. Students make a "stick figure" drawing of a worker form each book. As a bonus, when a card is completed, the child may listen to a career awareness tape.

6. Make a career box to illustrate a career. Minatures or pictures relating to the career may be used in the box. For example: teacher-miniature doll for teacher, pictures of desk, school room, bulletin board etc.

7. What Am I? Make cards of tools used in various types of work by cutting and pasting pictures from magazines on nine by twelve board. For example: Mechanic-car, jack, tools, workroom. Students select a card and guess the worker.

8. Mix'n Match. Place name of job clusters on flannel board or bulletin board. Write names of many occupations with each name on a small piece of cardboard. Students draw cardboard and match occupation to job cluster.

9. Tree Friends. Make a big tree from butcher paper, place on bulletin board. Students will rearrange the letters in the names of several of their friends. The class will work on unscrambling the names. When this is done, the name will be placed on the tree.

10. What's My Line? (Similar to television game) Every student will look up a career of his choosing and prepare himself to answer questions concerning his job. A panel will be selected, plus a timekeeper. Each panel member may question one minute, the timekeeper blows the whistle and the next panel member takes over.
Sample questions for panelist:

1. Do you work in an office?
2. Do you work with machines? Tools? Words?
3. Did you have on-the-job training?

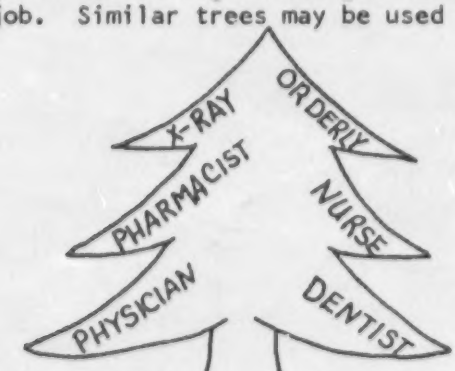
11. Careers--Decoupage. Students will select the career they plan to enter as an adult. Find and draw a picture of the career and some things that would be the proper setting. Decoupage the picture on scrap wood. Cleanup activities follow each day.

12. Career Can. Find pictures of various workers, cut out into circular form to fit into a pringle can. Punch a small hole at the top and run some yarn through it and tie. Continue until there are a large number of pictures. Put in can. Students will each pull the yarn. The picture comes out and the student must tell all he can about the orker pulled.

13. Choose four things that a postman would need to know in order to do a good job.

    1. swim fast
    2. a good reader
    3. hates dogs
    4. knows the city streets
    5. have good manners
    6. always in a hurry
    7. puts mail in worng box
    8. takes his time to do a good job

14. Make a job tree. Students will need to name and fill in all related jobs that belong in the job family. Students will research each job. Similar trees may be used for other occupations.



MEDICAL AND HEALTH SERVICES

15. Feelings-Bean Bag. Make board from several posters boards. Use masking tape to put together. Write in feeling words. One student throws bean bag. he must tell a time when he felt. . . . (feeling word bean bag lands on).

HAPPY	DISAPPOINTED
SAD	PUT DOWN
WORRIED	EXCITED
UPSET	ANXIOUS

16. Occupation Scramble. Prepare cardboard letter cards. Divide the class into two teams. Choose two team captians. Each team member draws a letter card; the team captain writes the letter on the chalkboard. After each team members' letter has been written, see if letters can be rearranged into the name of an occupation. The team reaching 15 points is the winner. (Note: It will be necessary to make duplications of many letters).

17. Career Hopscotch. Using playground hopscotches, label each square with the name of an occupation (heavy cardboard strips can be used with job names written in magic marker). When the players' markers land in each square he must tell what he knows about each occupation. At the beginning square it will be necessary to change the names as each player begins his turn and as each occupation is used a new one must be used for the next player.

18. Riddle Me This. Prepare riddle cards. Give only one clue about an occupation at a time. (The class can be divided into teams if competitive sport is desired and the numbers of points for winning can be decided by the teacher or class).

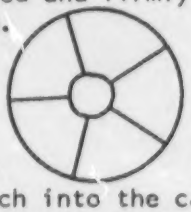
Example: Riddle Me This

I perform a service and wear a white hat.
People come to my place.
My place must be clean at all times.
I work with dishes and pots and pans.

Answer: Chef

19. The Magic Hat Game. Make paper hats. Label each hat with the name of an occupation. Place the hats in a paper sack. Each student draws a hat and pantomines whatever job appears on the hat for the group. Be sure the jobs are those that the students are familiar with or that have already been studied.

20. What's it Can. Use a coffee can or a juice can. Attach material around the top of the can with tape or glue. A piece of felt cut into a circle is good for this. After it is attached and firmly anchored, cut slits from the middle towards the rim.



Leave just enough room to allow little hands to reach into the can. Small hand tools can be placed into the can and explored only by touch. Students guess from feeling what's inside the can what worker might use this item.

21. Matching Game for Flannel Board. Prepare a drawing on flannel of a worker(s). Make smaller drawings of the tools of the worker's trade. Have the students match the proper tools with the right worker.

22. Play "Follow the Leader". Instruct the leader to illustrate the actions of a particular worker. All others must do exactly what the leader does. Use very simple job ideas for this game. The first one to guess correctly what the job is becomes the new leader.

RESOURCES

WHEN PLANNING YOUR UNIT, DID YOU THINK ABOUT USING THESE RESOURCES?

1. Your State Department of Education
2. Parents
3. Businessmen and businesswomen
4. School administrators and other teachers
5. Films from your school district and the State Department of Education
6. Filmstrips
7. Library books
8. Teaching pictures
9. Magazines
10. Newspapers
11. Chart tablets
12. Roller movies
13. Student inventories
14. Flannel board
15. Field trips
16. Educational games
17. Transparencies and slides

DID YOU THINK ABOUT LETTING THE CHILDREN:

1. Form panel discussions
2. Publish a newspaper about careers that are available in your community
3. Make posters, bulletin boards, games, scrapbooks, films, slides, transparencies
4. Do dramatizations and role playing
5. Interview workers on the job
6. Write job descriptions, papers about what they want to be, or questions that they would like to have answered about the world of work
7. Do library research

RESOURCES

Southwestern Bell Telephone Company

1. How to Use the Telephone
2. Speaking Over Barriers
3. Magic of Speech
4. Telezonia: Communicating by Telephone
5. Come Work With Us In A Telephone Company

FIELD TRIP REPORT

Name_____ Date_____ Place Visited_____

1. List some of the occupations which you observed:

   _____ _____

   _____ _____

2. List specific activities in which persons in each of these occupations were engaged:

   _____ _____

   _____ _____

3. List skills which are required for workers in these occupations:

   _____ _____

   _____ _____

4. List health and safety hazards that you observed:

   _____ _____

   _____ _____

5. Which of the jobs or activities observed did you find most interesting?

   _____ _____

   _____ _____

6. Which of the jobs or activities observed did you find least interesting?

   _____ _____

   _____ _____

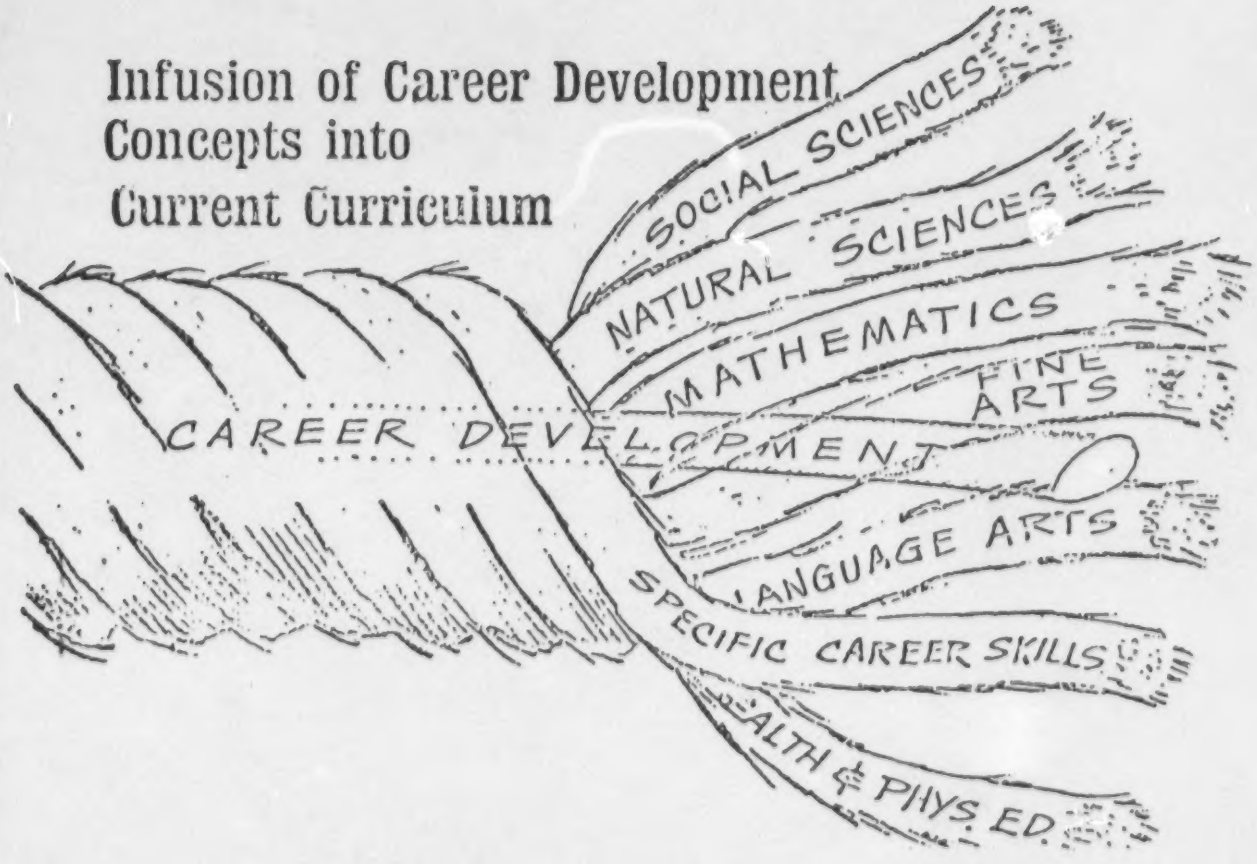
7. Did the workers seem to enjoy their jobs? _____

   _____

8. How would you go about applying for a job there? _____

   _____

Infusion of Career Development Concepts into Current Curriculum



BEFORE PRESENTATION:

Talk with the teacher who requested your services and;

1. *Determine what is expected of you, particularly; the date, time, place, and allotted time for your interview.*
2. *Determine the attention span and comprehension level of the students.*
3. *Make the teacher aware of any special needs you may have; i.e. movie projector, tape recorder, etc.*

PREPARING CHILDREN FOR LIFE REQUIRES INVOLVEMENT OF COMMUNITY RESOURCES

DURING:

Use an informal speaking style and include some of the following points;

1. *Name, job and how long you've been employed and location of business.*
2. *You may stop at this point and open the presentation to questions. Remember the teacher has prepared the students to be good interviewers.*
3. *Describe briefly the activities involved in your work, also working conditions, hours, schedules, holidays, vacations, etc.*
4. *Describe the educational background and special skills you learned or need for your job.*
5. *The student will be interested in YOU: Your feelings about work, lifestyle, etc.*

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE _____ SOCIAL SECURITY NUMBER _____

NAME _____ AGE _____ SEX _____
LAST FIRST MIDDLE

PRESENT ADDRESS _____
STREET CITY STATE

PERMANENT ADDRESS _____
STREET CITY STATE

PHONE NO. _____ OWN HOME _____ RENT _____ BOARD _____

DATE OF BIRTH _____ HEIGHT _____ WEIGHT _____ COLOR OF HAIR _____ COLOR OF EYES _____

MARRIED _____ SINGLE _____ WIDOWED _____ DIVORCED _____ SEPARATED _____

NUMBER OF CHILDREN _____ DEPENDENTS OTHER THAN WIFE OR CHILDREN _____ CITIZEN OF U. S. A. YES ○ NO ○

IF RELATED TO ANYONE IN OUR EMPLOY, STATE NAME AND DEPARTMENT _____ REFERRED BY _____

LAST FIRST MIDDLE

EMPLOYMENT DESIRED

POSITION _____ DATE YOU CAN START _____ SALARY DESIRED _____

ARE YOU EMPLOYED NOW? _____ IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER _____

EVER APPLIED TO THIS COMPANY BEFORE? _____ WHERE _____ WHEN _____

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK _____

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? _____ READ _____ WRITE _____

U. S. MILITARY OR NAVAL SERVICE _____ RANK _____ PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES _____

CONTINUED ON OTHER SIDE

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APPLICATION FOR EMPLOYMENT

STUDY PRINTS AND POSTERS

1. LEARNING AND USING MONEY
   David C. Cook Publishing Co.
   20 teaching pictures-instructional guide

2. LEARNING ABOUT CAREERS
   David C. Cook
   20 posters-instructional guide

3. WHEN YOU GROW UP
   Counselor Films, Inc.
   15 posters for elementary career awareness

4. LEARNING ABOUT VALUES
   David C. Cook
   16 teaching pictures-instructional guide

5. MY COMMUNITY
   David C. Cook
   12 teaching pictures-individual resource sheets

6. HOME AND COMMUNITY HELPERS
   David C. Cook
   12 teaching pictures-individual resource sheets

7. COMMUNITY HELPERS
   Singer
   Each set contains 8 pictures

   Police Department Helpers: Administering First Aid, Roll Call, Target Practice, Squad Car Officers, Traffic Control Officers, Crossing Guard & Patrol Boy, Police Canine Patrol, Crime Laboratory in Operation.

   Fire Department Helpers: Truck Company, Engine Company, Firemen with Equipment, Rope Drill, Answering a Call, Sleeping Quarters, Fighting the Fire, Fire Safety Instruction.

   Postal Helpers: Serving Customers, Mailbox Pickup, Canceling Stamps, Sorting Mail, Delivering Mail, Loading Relay Trucks, Highway Post Office Truck, Loading Mail at Airport.

   Supermarket Helpers: Stocking Shelves, Packaging Produce, Serving Produce, Customer, Store Dairy Manager, Preparing Meat, Customer Service, Checking Out an Order, Unloading Products.

Dairy Helpers: Farm Boy at Work, Using Milk Equipment, Checking Milkhouse, Milk Tank Truck, Milk Processing, Milk Bottling, Warehouseman Loading Truck, Home Delivery Milkman.

Hospital Helpers: Surgical Group Operating, Ambulance Helpers, Reception Desk Helpers, Doctor Examining Patient, Preparing Patient for X-Ray, Nurse and Aide, Dietitians, Check Food Trays, Physical Therapist.

8. URBAN LIFE
Singer
Each set contains 8 pictures

A Family at Work and Play
School Friends and Helpers
Neighborhood Friends and Helpers
Keeping the City Clean and Beautiful

FILMS

Arkansas Department of Education
Audio Visual-Film Library
Little Rock, AR 72201

1. EVERYDAY COURTESY b/w #0475
2. THE LITTERBUG color 10 min. #1466
3. MANNERS IN PUBLIC color 11 min. #1563
4. NEIGHBORHOODS ARE DIFFERENT color 11 min. #1467
5. SHY GUY b/w 14 min. #0107
6. MAKING THE MOST OF SCHOOL b/w 11 min. #0455
7. DON'T GET ANGRY b/w 12 min. #5433
8. EVERYONE HELPS IN A COMMUNITY color 14 min. #5965
9. OUR COMMUNITY color 12 min. #1171
10. ARE MANNERS IMPORTANT? b/w 11 min. #1290
11. BEGINNING RESPONSIBILITY. TAKING CARE OF THINGS b/w 11 min. #1084
12. CITY BUS DRIVER color 11 min. #1440
13. THE CITY color 12 min. #5766
14. THE FARMER b/w 15 min. #5465
15. HELPERS IN OUR COMMUNITY color 11 min. #1462
16. THE NURSE b/w 11 min. #6108
17. THE POLICEMAN color 16 min. #6108
18. YOURS, MINE AND OURS color 8 min. #1751
19. DANGEROUS TO YOUR HEALTH color 8 min #1751
20. DIVISION OF LABOR color 10 min. #1748
21. FEELINGS: DON'T STAY MAD color 14 min. #6679
22. TRADE color 9 min. #1746
23. WHAT SHALL I BE? color 7 min. #1740
24. GROWING UP ON THE FARM TODAY color 16 min. #6615
25. LEARNING TO USE MONEY color 10 min. #1734
26. THE MOST IMPORTANT PERSON SERIES: 4 min. Posters, Song Card, Record

    1. Attitudes #6607
    2. Feelings #6607
    3. Getting Along With Others #6611
    4. Identity #6614

27. DAIRY-FARM TO DOOR color 11 min. #1694
28. JOBS IN THE CITY--MANUFACTURING color 11 min. #1696
29. A LOOK AT YOU color 13 min. #1671
30. WHY PEOPLE HAVE SPECIAL JOBS color 7 min. #1679

KITS AND GAMES

Career Awareness Series:

1. REAL PEOPLE AT WORK
   Changing Times Education Service, Inc.
   Contents: 5 records, 30 bulletin board materials, 30 activity sheets, 8 spirit master, teacher's guide.

2. WORKING PEOPLE GAMES
   New Dimensions in Education Inc.
   Contents: 30 job cards, 15 pictures, 30 manipulatives, teacher's guide.

Career Kits For Kids Series:

1. BARNEY THE BAKER
   Encyclopedia Britannica Educational Corp.
   Contents: filmstrip, record, 3 duplicating masters, baker's hat, teacher's guide.

2. FREDDY THE FIREMAN
   Encyclopedia Britannica Education Corp.
   Contents: filmstrip, record, 3 duplicating masters, fireman's hat, teacher's guide.

3. LARRY THE LETTER CARRIER
   Encyclopedia Britannica Educational Corp.
   Contents: filmstrip, record, poster, 3 duplicating masters, worker's hat, teacher's guide.

4. MAXI THE TAXI DRIVER
   Encyclopedia Britannica Educational Corp.
   Contents: filmstrip, record, 2 posters, taxi driver's hat, teacher's guide.

5. NELLIE THE NURSE
   Encyclopedia Britannica Educational Corp.
   Contents: filmstrip, record, poster, 3 duplicating masters, hat, teacher's guide.

6. RUSTY THE CONSTRUCTION WORKER
   Encyclopedia Britannica Educational Corp.
   Contents: filmstrip, record, poster, 3 duplicating masters, hat, teacher's guide.

COMPULEARN CAREER EDUCATION PROGRAM
Random House, Inc.
Contents: student guide, battery operated console, 142 compulearn program cards, bibliography guide, instructional guide.

LEARNER EARLY CAREER BOOKS
Ray, Dean, Benson, Davis
Lerner Publications Co.
Contents: 24 student textbook, 12 sets of 12 study prints, 12 teaching guides hardcover.

DUSO KIT D-2
American Guidance Service, Inc.
Contents: 6 discussion guide cards, 8 self and social development cards, 8 puppets, 33 puppet activity cards, 33 role-playing activity cards, 33 discussion pictures, 33 career awareness cards, 17 records or 5 audio cassettes, instructional guide.

Our Working World Series:

1. FAMILIES
   Science Research Associates, Inc.
   Contents: 5 audio cassettes, student test, student problems book, teacher's problem book, script booklet, teacher's guide.

2. NEIGHBORHOODS
   Science Research Associates Inc.
   Contents: 5 audio cassettes, student textbook, student's problems book, teacher's problems book, script booklet, teacher's guide.

3. CITIES
   Science Research Associates Inc.
   Contents: 12 filmstrips, 6 audio cassettes, student textbook, student problems book, teacher problems book, script booklet, teacher's guide.

FOCUS OF SELF DEVELOPMENT KIT, STAGE 1-AWARENESS
Chicago: Science Research Associates, Inc., 259 Erie Street, IL 60611
Western Office: 165 University Ave., Room 201, Palo Alto, CA 94301
Contents: 5 36-frames filmstrips with four 10" 33 1/3 RPM story records, twenty 17 x 22" photographs, easel, and pupil activity book titled "Here I Am."

FOCUS OF SELF DEVELOPMENT KIT, STAGE 2-RESPONDING
Chicago: Science Research Associates, Inc., 259 Erie Street, IL 60611.
Western Office: 165 University Ave., Room 201, Palo Alto, CA 94301
Designed for grades 2-4,
Contents: 6 36-frame full color filmstrips with 4 12" 33 1/3 RPM story records, twenty 17 x 22" photographs, easel, and pupil activity booklet titled "The Me I Know."

CASSETTES

1. ALL ABOARD, LET'S GO
   Troll Associates 10 Cassettes
   Contents: Visiting a: Farmer, Dairy, Airport, Weather Station, Space Center, Television Station, Computer Center, Steel Mill, Skyscraper, Museum.

2. LET'S IMAGINE GOING PLACES
   Troll Associates 10 Cassettes
   Contents: Getting to know the: Library, Hospital, Fire Station, Supermarket, Sanitation Department, Police Station, Post Office, Bakery, School, Bank.

3. KNOWING OUR COMMUNITY HELPERS
   Singer 6 Records or Cassettes
   Contents: Grandpa Wiseman tells us about community helpers; Mr. Sparks is the man who works with lightning rods; Miss Wire, telephone operator, brings people together from all over the world; Learning about the farm from Mr. Fields; Miss Coyne keeps our money safe; Visiting Mr. Bloom at his greenhouse is fun; Mr. Orr tells us about making steel; We visit Judge Justice's courtroom and Mr. Case, the attorney; Mr. Printz brings us the news; Mr. Puller runs a train; and 14 others.

4. ELEMENTARY CAREER AWARENESS: AN INTRODUCTION TO CAREER CLUSTERS
   Singer 4 Cassettes
   Contents: Introduction: What's a Career?
   Health Careers: Stanley Talks Heart to Heart
   Environment Careers: Bud gets Recycled
   Manufacturing Careers: Polly Comes to Lunch
   Transportation Careers: Mr. Fred Tells It Like It Was
   Communications & Media: Percy Gives a Message
   Construction Careers: Billy Gives a Hard Head a Hard Hat
   Marketing & Distribution Careers: Ollie Gets Poked, Purchased and Almost Peeled
   Agri-Business & Natural Resources Careers: Emily Lays an Egg
   Marine Science Careers: Oki Takes a Ride
   Public Service Careers: Daniel Gets Down to the Burning Issue
   Personal Service Careers: Telly Turns the Channel
   Hospitality & Recreation Careers: Ruth Does the Hula
   Fine Arts & Humanities Careers: Connie Sings It One More Time
   Consumer & Home Making Carrers: Dolly Meets the Real Dummy
   Business & Office Careers: Cyclone Blows a Fuse

FILMSTRIPS

1. FURTHERING VALUES
   Eye Gate House
   6 FS, 3 CA
   Contents: Tattle-Tale
   Promises to Keep
   I Found It--It's Mine
   Let's Be Friends
   What is Cheating?
   It Doesn't Matter--We'll Buy Another One

2. SOMEONE SPECIAL...ME
   Singer
   6 FS, 6 CA
   Contents: Who Am I?
   Lonely, Mixed-up Or Happy
   We Need Each Other
   Why Return the Money
   I'll Never Stop Trying
   A Lady Firemen?

3. GETTING TO KNOW ME
   Singer
   4 FS, 2 CA
   Contents: People Are Like Rainbows
   A Boat Named George
   Listen Jimmy!
   Strike Three! You're In!

4. LEARNING ABOUT ME
   Singer
   5 FS, 5 CA
   Contents: Different Shape
   First Step
   I'm New Here
   Borrowed Friendship
   I'm the Boss

5. LEARNING TO LIVE WITH OTHERS (Group 1)
   Singer
   4 FS, 2 CA
   Contents: Learning to be Your Best Self
   Learning About Listening
   Learning What Giving is All About
   Learning to be Responsible

6. THE ADVENTURES OF THE LOLLIPOP DRAGON
   6 FS, 3 CA
   Contents: How the Lollipop Dragon Got His Name
   Working Together
   Avoiding Litter
   Care of Property
   Taking Turns
   Kindness to Animals

7. LIVING WITH YOUR FAMILY
   Singer
   4 FS, 2 CA
   Contents: What is a Family
   The Family Has A New Baby
   A Day With Your Family
   Family Fun

8. RULES WE LIVE BY
   Singer
   4 FS, 4 CA
   Contents: Bees, Bees, You and Me
   Poppy Learns the Rules
   Follow the Leader
   Flowers, Highways, and You

9. WORLD OF WORK ADVENTURES OF THE LOLLIPOP DRAGON
   Singer
   6 FS, 3 Records, or 3 CA
   Contents: The Workers of Tumtum
   The Lollipop Factory
   Building a New Clubhouse
   Trading Jobs in Tumtum
   Making Dragon Cookies
   Changing World of Work in Tumtum

10. TARGO EXPLORES THE WORLD OF WORK
    6 FS, 3 CA
    Contents: Targo the Job Explorer
    Who's Cooking, Targo
    Tale of a Nail
    Where's the Ice Cream?
    Pride of the slippery Fish
    Who's Got the Roller Coaster?

11. CAREER AWARENESS: A PRIMARY INTRODUCTION TO CAREER EDUCATION
5 FS, 5 Records, or 5 CA
Contents: I Have a Body
I Have a Brain
The Work People Do
I Can Do Things
I Can Make Choices

12. JOBS AT HOME AND AT SCHOOL
Cornet
6 FS, 6 CA
Contents: What's in Your House?
Who Comes to Your House?
Pipes, Poles and Wires
What's in Your School?
Who Comes to Your School?
Teacher's Helpers You Don't See

13. JOBS AND THE COMMUNITY
Cornet
6 FS, 6 CA
Contents: You Just Passed Somebody
Gee, You're Healthy
Stores Along the Street
The Grocery Bag
Going Out to Eat
Having Fun

14. JOBS AND THINGS
Cornet
6 FS, 6 CA
Contents: Making Things
Building Things
Pretty Things
Tools-Whose?
Moving Money

15. JOBS AND PEOPLE
Cornet
6 FS, 6 CA
Contents: Look, Look, Look
The Boss
You're Your Own Boss
Who's On the Move
How Come Things Cost Money?
Making a Sale

16. JOBS AND SERVICES
Cornet
6 FS, 6 CA
Contents: Making Our Laws Work
People Who Work for You
The Chimney Smoke
Do You Get the Message?
Some Things on the Highway
Get the News

17. CLASSROOM JOURNEYS
Troll Associates
6 FS, 3 Records, or 1 CA
Contents: A Trip to a Fire Station
A Trip to a Police Station
A Trip to a Sewage Treatment Plant
A Trip to an Electrical Power Plant
A Trip to an Airport
A Trip to a Court

18. COMMUNITY HELPERS
TrollAssociates
8 FS, 6 CA
Contents: A Visit to the Library
Oldest in the Class: My Teacher
Hook and Ladder: The Fire Department Story
Men in Blue: Policemen in Action
Special Delivery: Story of Our Post Office
How to Read a Newspaper
What a Doctor Sees When He Looks at You
Taking a Trip with a Book

19. WHAT DO PEOPLE DO?
Troll Associates
12 FS, 6 CA
Contents: My Mother runs a Machine
My Father's a Mechanic
My Father's an Electrician
My Father's a Teacher
Mother Works in an Office
My Father's a Salesman
My Father's an Architect
My Mother's a Homemaker
My Father's a Veterinarian
My Mother's an Artist
My Father Works in an Office
My Mother Is in Advertising

20. WHERE PEOPLE WORK
Troll Associates
4 FS, 2 CA
Contents: What is a Factory?
What is an Office?
What is a Bank?
What is a Store?

21. WORKING WITH ANIMALS
Troll Associates
6 FS, 6 CA
Contents: Animal Careers for You
Canine Control Officer-Kennel Worker
Pet Shop Worker--Dog Groomer
Veterinarians and Aides--Zoo Helpers
Park Naturalist--Conservation Officer
Humane Educator--Obediance Trainer

22. COMMUNITY WORKERS AND HELPERS
Singer
4 FS, 2 Records, or 2 CA
Group 1
Contents: School Workers
Library Workers
Supermarket Workers
Doctor's Office Workers

Group 2
Contents: Department Store Workers
Hospital Workers
Fire Department Workers
Television Workers

Group 3
Contents: Transportation Workers
Recreation Workers
People Who Work With Animals
People Who Make Things

SUGGESTED READING FOR STUDENTS

AUTHOR	TITLE	PUBLISHER
Adams, Florence	MUSHY EGGS	Putnam
Adamson, Jean and Gareth	FAMILY TREE	Whitman
Alexander, Martha	NOBODY ASKED ME IF I WANTED A BABY SISTER	Dial
Andre, Evelyn	THINGS WE LIKE TO DO	Abingdon Press
Anglund, Joan	LOVE IS A SPECIAL WAY OF FEELING	Harcourt
Anglund, Joan	FRIEND IS SOMEONE WHO LIKES YOU	Harcourt
Aruego, Jose	LOOK WHAT I CAN DO	Scribner
Asch, Frank	GEORGE'S STORE	McGraw
Baker, Eugene	I WANT TO BE A BANK TELLER	Childrens Press
	I WANT TO BE A BASKETBALL PLAYER	
	I WANT TO BE A BEAUTY OPERATOR	
	I WANT TO BE A COMPUTER OPERATOR	
	I WANT TO BE A FOOTBALL PLAYER	
	I WANT TO BE A FORESTER	
	I WANT TO BE A HOCKEY PLAYER	
	I WANT TO BE A JEWELER	
	I WANT TO BE A LAWYER	
	I WANT TO BE A PRINTER	
	I WANT TO BE A SALES CLERK	
	I WANT TO BE A SECRETARY	
	I WANT TO BE A SERVICE STATION ATTENDENT	
	I WANT TO BE A SWIMMER	
	I WANT TO BE A TAXI DRIVER	
	I WANT TO BE A TELEPHONE OPERATOR	
	I WANT TO BE A TENNIS PLAYER	
	I WANT TO BE A WAITRESS	
	I WANT TO BE A WEATHERMAN	
	I WANT TO BE AN ARCHITECT	
Baldwin, Anne Norris	SUNFLOWERS FOR TINA	Four Winds Press
Barkin, Carol and James	ELIZABETH, ARE WE STILL BEST FRIENDS	Childrens Press
Beim, Jerrold	SHOESHINE BOY	Morrow
Beim, Jerrold	SMALLEST BOY IN THE CLASS	Morrow
Berger, Terry	I HAVE FEELINGS	Crowell
Burton, Virginia	MIKE MULLIGAN AND HIS STEAM SHOVEL	Hughton
Cohen, Miriam	WILL I HAVE A FRIEND?	Macmillan
Conta, Marcia	FEELINGS BETWEEN FRIENDS	Childrens Press
Credle, Ellis	DOWN, DOWN THE MOUNTAIN	Nelson
Hutchins, Pat	TOM AND SAM	Macmillan
Jaynes, Ruth	FRIENDS! FRIENDS! FRIENDS!	Bowmar
Lenski, Lois	PAPA SMALL	Walck
Marino, Dorothy	WHERE ARE THE MOTHERS	Lippincott
Mathis, Sharon	RAY CHARLES	Crowell

AUTHOR	TITLE	PUBLISHER
Oleson, Claire	FOR PEPITA-AN ORANGE TREE	Doubleday
Radlauer, Ruth	FATHER IS BIG	Bowmar
Tamburine, Jean	HOW NOW BROWN COW	Abingdon Press
Udry, Janice	LET'S BE ENEMIES	Harper
Vogel, Ilse-Margaret	HELLO HENRY	Parents Magazine Press
Wilson, Christopher	HOBNOB	Viking
Witty, Paul Dr.	FREEDOM AND OUR U.S. FAMILY	Childrens Press
Zolotow, Charlotte	NEW FRIEND	Abelard-Schuman
Zolotow, Charlotte	QUARRELING BOOK	Harper-Row

BIBLIOGRAPHY

A Digest of Resource Activities for Career Education, James Dasher, State Department of Education, Little Rock, Arkansas, 1973.

Career Investigation Middle Schools, Texas Education Agency, Austin, Texas, 1973.

Oklahoma Affective Education Resource Guide

Elementary Resource Guide, Harry Hoffman, Colorado State University, Fort Collins, Colorado.

Career Education Curriculum Guide, Indiana State Department of Public Instruction, 1973.

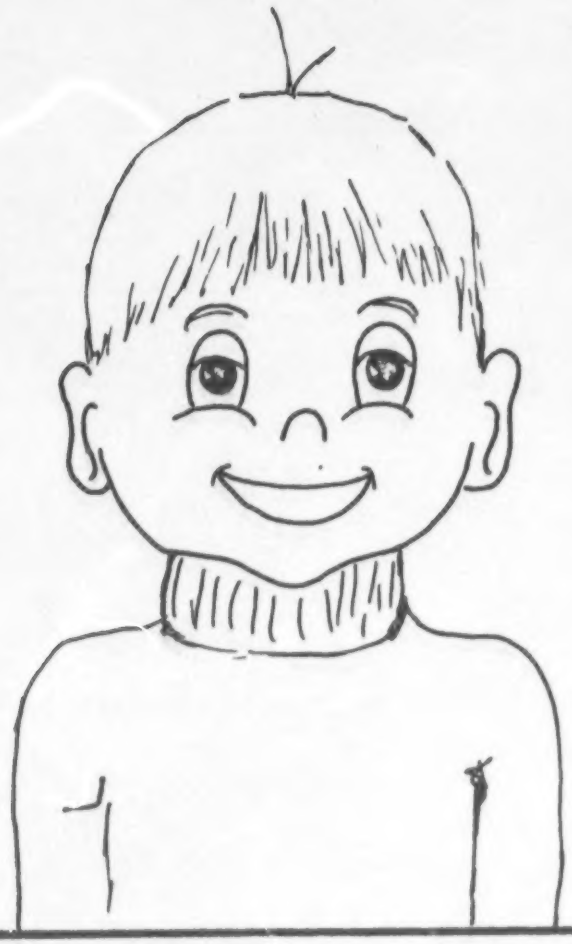
Epic Career Education Set, Volume 2, EPI Institute, New York.

Arkansas Department of Education, Audio Visual Film Library, Little Rock, Arkansas.

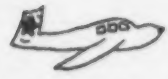
Career Guidance Handbook, Alabama State Department of Education, Montgomery, Alabama

Career Education Concepts and Bulletin Board Ideas, State Department of Education, Little Rock, Arkansas.

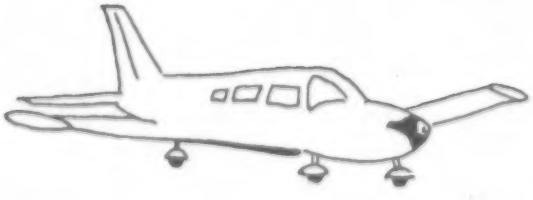
Project Headstart Daily Program II, Bettye M. Caldwell, Ph.D, Office of Economic Opportunity, GPO: 1968 0-324-239, Washington D.C.

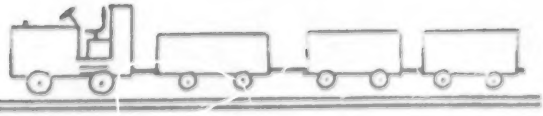


A
Proper Attitude
Makes Work
Seem
A Little
Happier Faster,
More
Enjoyable.



You Can Fly Into A World of Occupations

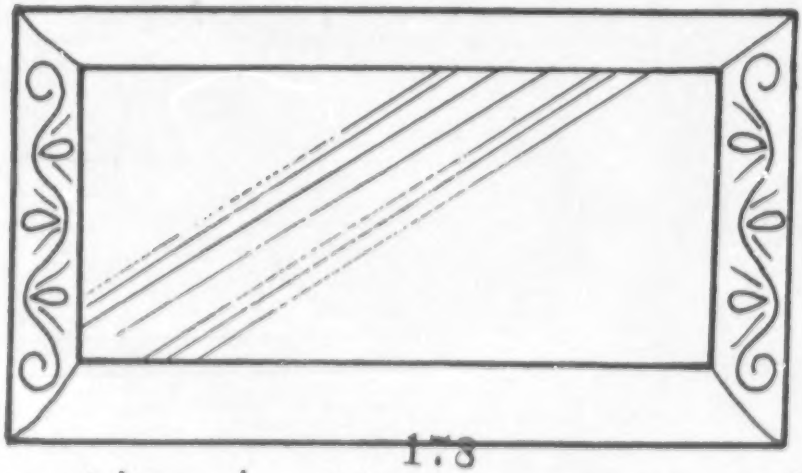




CAN YOU SEE

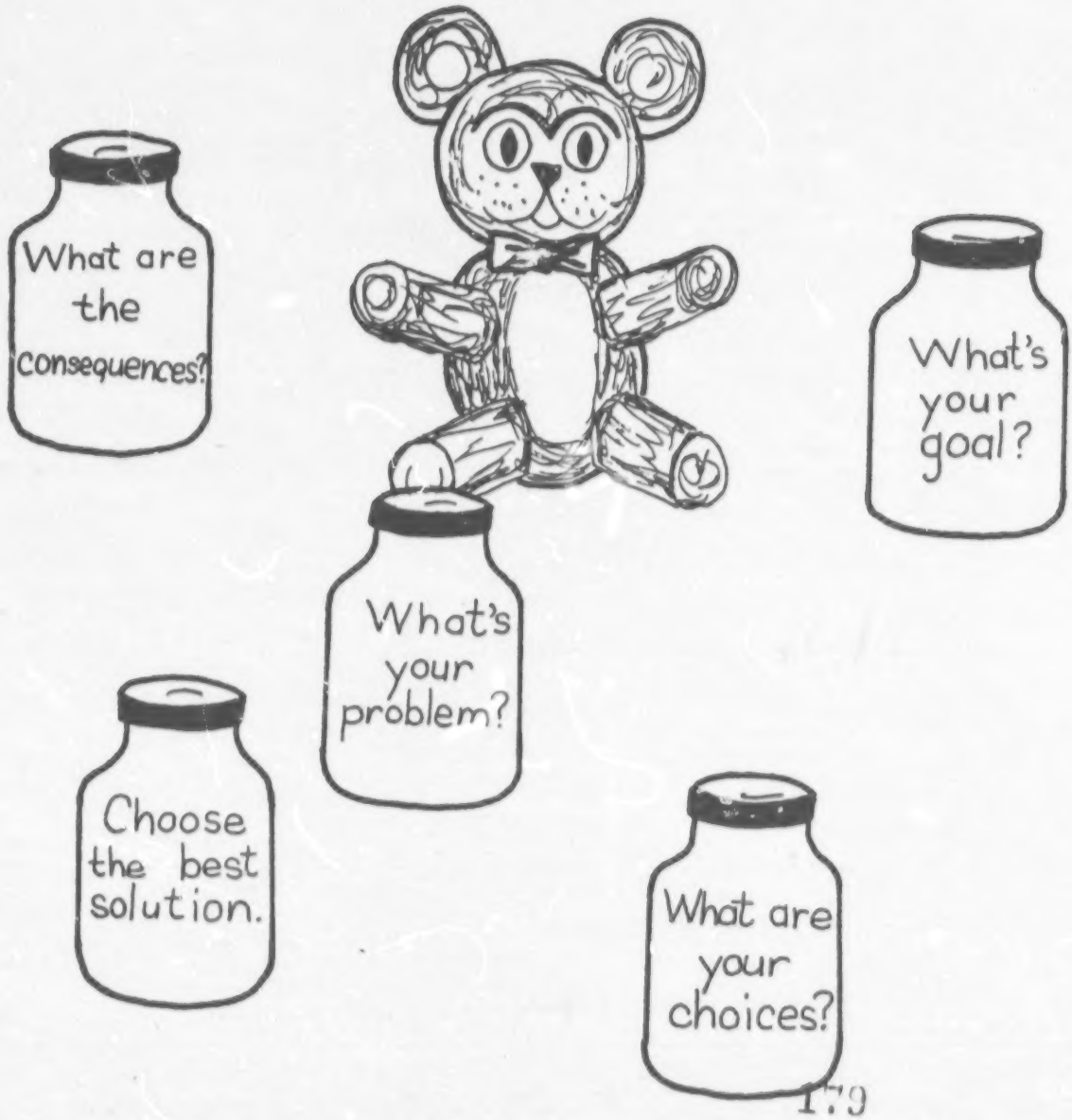
The Kind Of Adult You Will Be?

MIRROR, MIRROR ON THE WALL



What's the best career of all?

Do You Need Help To Make Your Decisions?



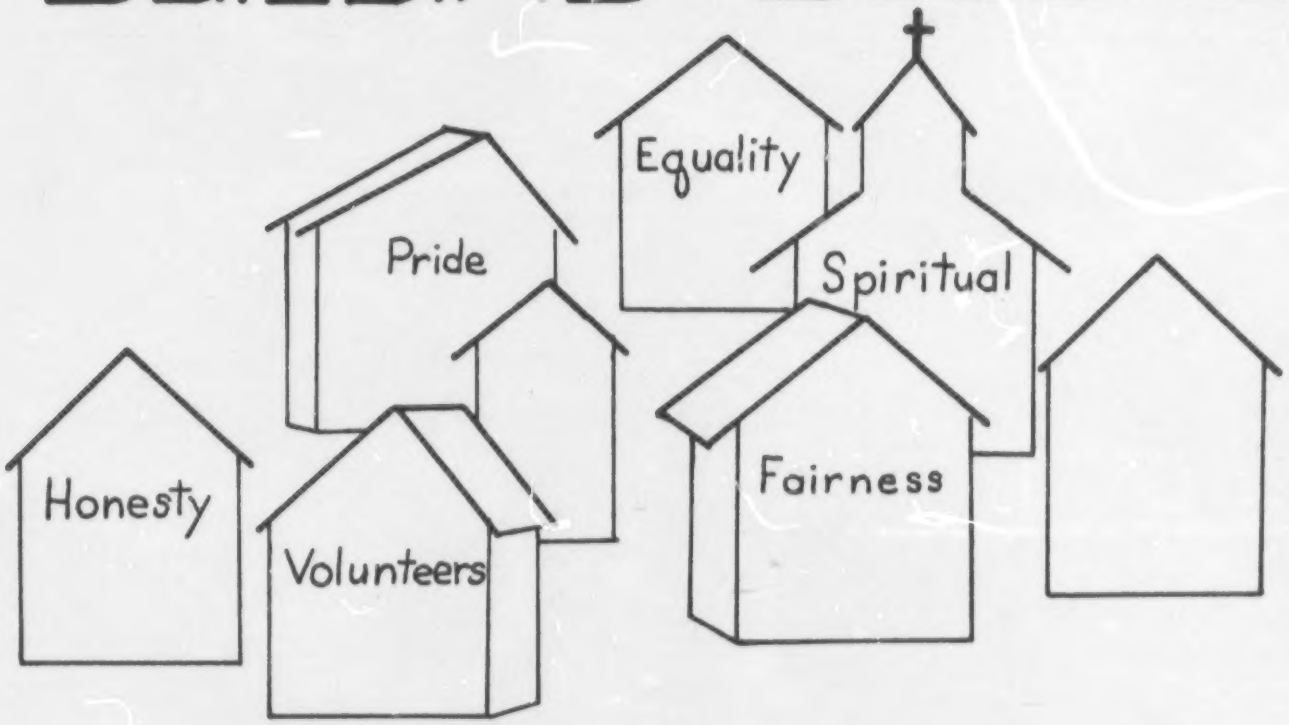
Each Person Is Affected By Various Influences

One Player Does Not Make A Team.

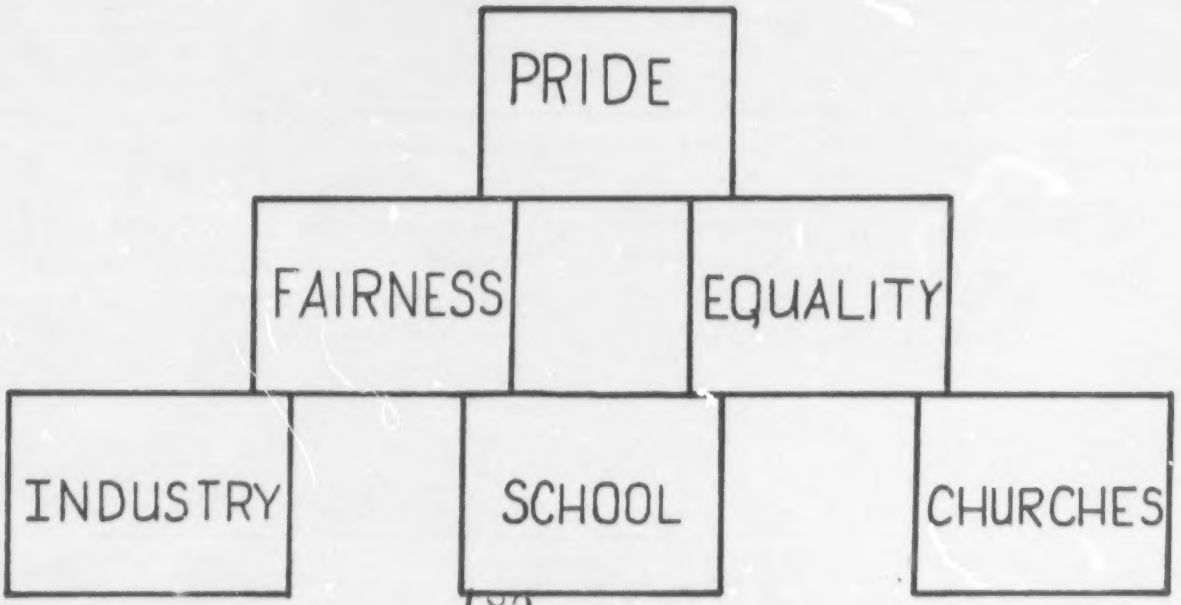
Cooperation With Others Gets The Job Done!

RIGHT ON!

BUILDING BLOCKS

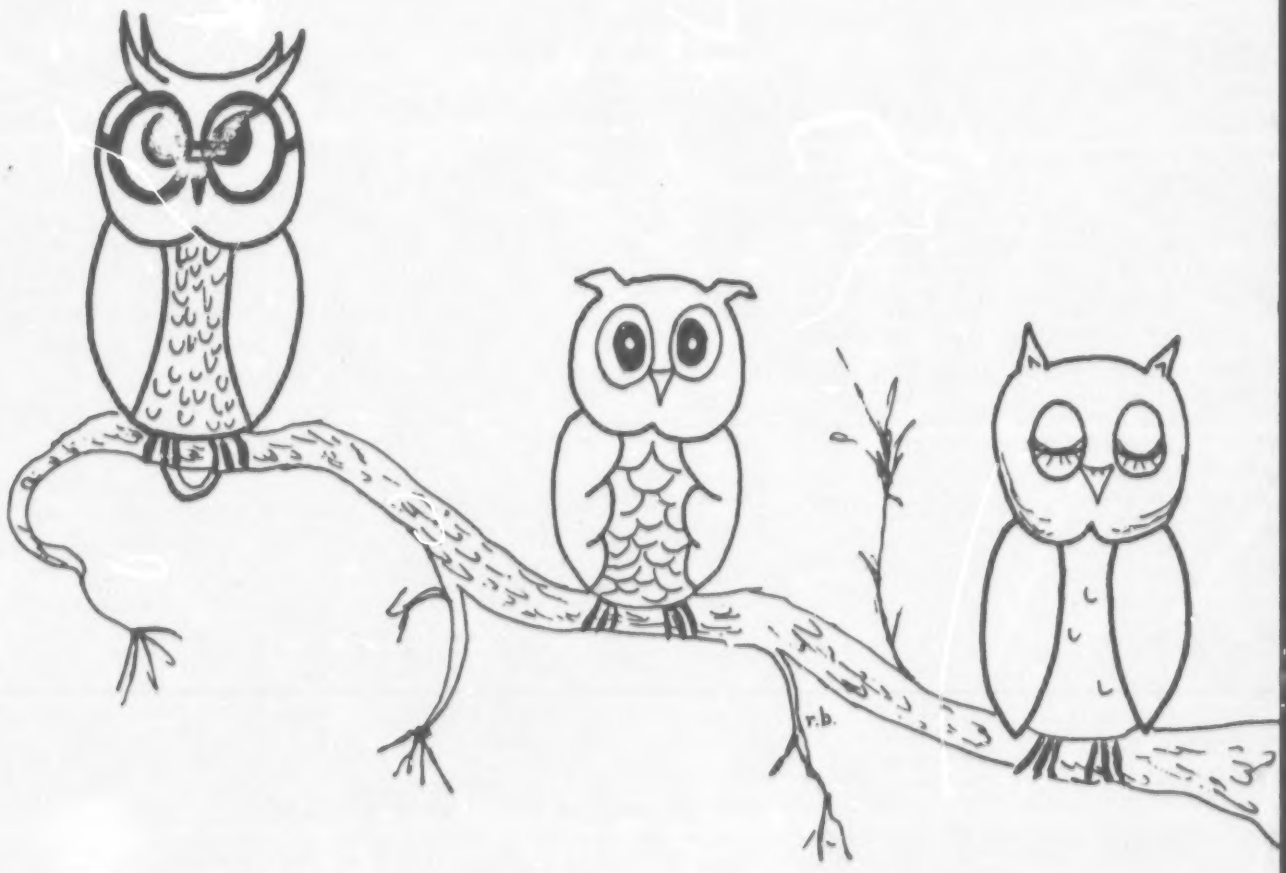


OF OUR COMMUNITY



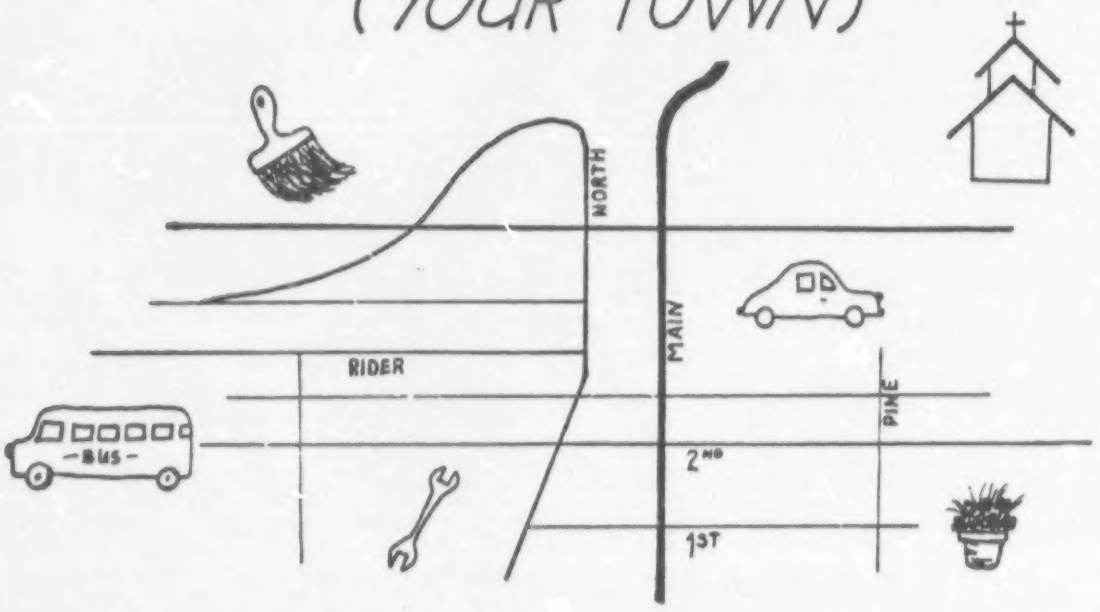
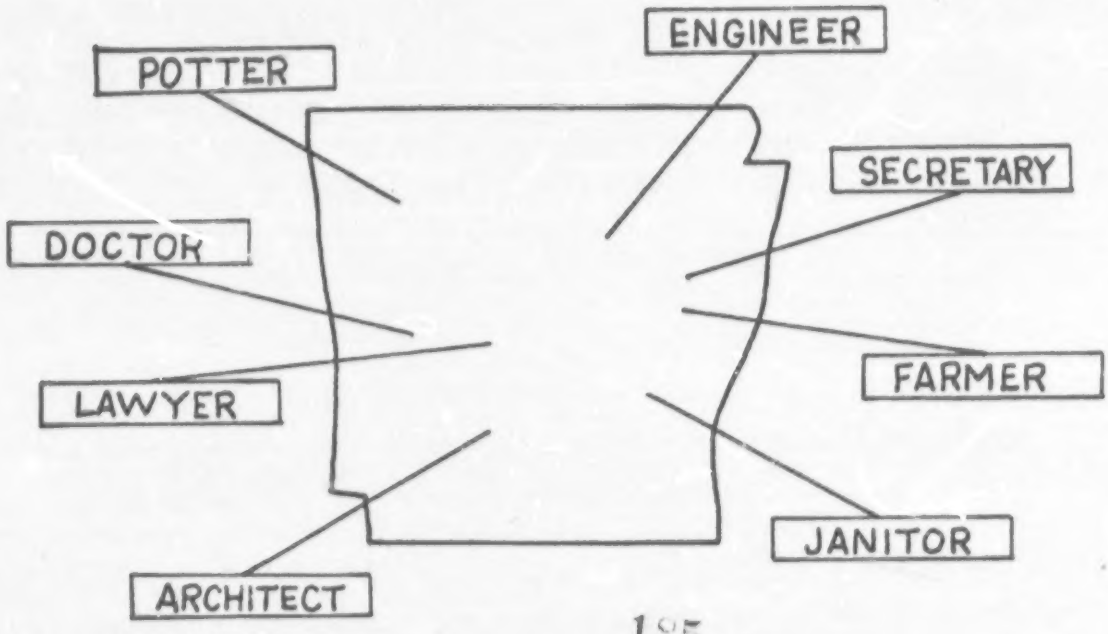
Adapting to New Situations is Essential for Good Team Work.

DIVIDE YOUR TIME WISELY FOR A HAPPY FUTURE



STUDY PLAY SLEEP

OCCUPATIONS AROUND (YOUR TOWN)



CAREERS IN ARKANSAS